C. D. HAGAN

Westfield State College

Undergraduate Catalog

1978 — 1980

HLETIC TRAINING/BIOLOGY/BUSI
COUNSELING/CRIMINAL JUSTICE
FINANCE/GENERAL SCIENCE/GEO
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WESTFIELD STATE COLLEGE

UNDERGRADUATE CATALOG
1978-1980

This catalog is a guide for information and not a contract. The College reserves the right to change requirements for degrees, prerequisites, fees, scheduling, and related matters. For information on graduate courses, please refer to the Westfield State College Graduate Studies Bulletin.

WESTFIELD, MASSACHUSETTS 01085 TELEPHONE: (413) 568-3311

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WELCOME TO WESTFIELD STATE COLLEGE

The time has come to choose a college and a future. Westfield State College can give direction to that future—it can provide educational experiences, in and outside the classroom, which will add both depth and diversity to your life.

Westfield can help you prepare for a career in your choice of many fields. The College awards the bachelor's degree in 19 major areas and offers studies in 50 other specialized areas. Any one of these fields gives preparation for professional employment, for work which is far more than just "a job."

Your preparation at Westfield, in the tradition of liberal arts education, will be encompassing. Your general core curriculum will cover many topics, giving you new views — of music, art, theatre, the languages of science and mathematics, the words and lives of other peoples, the lessons of the past and the possibilities of the future. You will be better able to understand and appreciate other peoples' cultures and philosophies.

The Westfield experience begins as you read this catalog and get ready to make your choice. Its pages show how your education at the College will develop your abilities and enable you to be a more effective man or woman in your career, in the community, and with your friends and family. You will find that there are many people, many extra curricular activities and academic opportunities at Westfield. The choice is yours to make.

THE COLLEGE

EDUCATIONAL MISSION

Westfield State College is an institution of democratic society founded to provide higher educational opportunity for all people. In serving the citizens of the Commonwealth, Westfield seeks to provide an education that meets the intellectual and professional career preparation needs of its students. Through the interplay of ideas and through immersion in a world of new insights, appreciations and understandings, it seeks to instill a life-long dedication to learning.

It is a College conviction that the liberal arts are basic to all curricula, providing the most diversified educational opportunities and allowing students to learn fully about themselves, their fellow human beings, and the world at large. Therefore, Westfield seeks to provide professional career preparation that is allied to a solid liberal arts base.

The student is the focus of all effort and attention at Westfield State College. The College Community — students, faculty, administrative and other staff — exists to help the student, as an individual, to develop his or her true potential in terms of total education.

As a public institution, the College is continually in the process of fulfilling the legislative mandate of the Commonwealth of Massachusetts that "the

state colleges shall provide educational programs, research, extension and continuing education services in the liberal, fine and applied arts and sciences and other related disciplines through the master's degree level."

As a public institution, Westfield provides an educational setting open to all regardless of race, color, creed, sex, age, handicap, national origin or economic status.

PHILOSOPHY

Philosophically, the College is dedicated to a disinterested search for truth and to the discovery and dissemination of knowledge. These ends are pursued through diverse curricula which involve both faculty and students in the exploration of a myriad of values, ideas, feelings and facts.

The College Community understands this search for truth to involve the attainment of intellectual freedom and maturity afforded by the unfettered play of ideas, reflection, open discussion and choice. Such personal growth is conducive to a liberation of the mind from prejudice and narrow self-interest.

THE CAMPUS

Westfield State College has a scenic modern campus located in western Massachusetts in the foothills of the Berkshires. Its 228 acres include 15 modern brick buildings set in a magnificent stand of large pines.

Facilities include three classroom buildings, seven dormitories, the Governor Joseph B. Ely Student Union/Library, a laboratory school, and an Astro-Turf playing field and track area which can be floodlighted for nighttime use.

Westfield is unique among the 10 Massachusetts State Colleges in that more than half of its enrolled students live on campus. This residential aspect of the College provides an exciting community for living and learning.

Today, Westfield is a comprehensive, four-year multi-purpose institution with nearly 3,000 undergraduate students. Its Division of Graduate Studies and Continuing Education serves many additional students of all ages and interests.

HISTORICAL NOTES

THE BEGINNING

On September 4, 1839, the institution now known as Westfield State College opened its doors to 20 students as the first coeducational normal school in America. (The term "normal" arose from the idea of moving away from the seminary concept of teacher training.) Founded in positive response to the educational vision of Horace Mann and the Reverend Charles Brooks, the school was located in one rented room in the Town Hall of Barre, Massachusetts.

The original mission of Westfield State College was to impart a broad base of knowledge in the liberal arts to students preparing to teach a number of disciplines at the elementary and secondary grade levels. By the late 1800s, the in-

stitution had gained recognition for the rigor and quality of its programs in the arts, humanities and sciences. In the sciences, for example, students had to complete studies in 11 subject areas before graduating. Every national exhibition from the Centennial Exposition of 1876 through the 1920s included a science display by the College.

CHANGE AND DEVELOPMENT

As it grew, Westfield State College had several relocations. Beginning as a two-year Normal School in Barre, it moved to Westfield in 1844. For many years, the institution occupied the impressive building which now serves as the City Hall for the Community of Westfield. The College moved to its present campus in 1956.

Evolving to a quality liberal arts college, Westfield has retained, through its many years, a commitment to academic quality and vitality. In 1965, it joined with other institutions of higher learning throughout the Commonwealth of Massachusetts in the creation of the Massachusetts State College System. The State College System is the largest segment of public higher education in the state, serving approximately 60,000 students, both full-time and part-time, each year.

DIVISION OF GRADUATE STUDIES AND CONTINUING EDUCATION

The Division of Graduate Studies and Continuing Education provides numerous academic opportunities for adults who represent varying ages, interests and situations in life. More than a hundred courses are offered in a semester. Classes are scheduled to meet once a week and begin at either 4:00 p.m. or 6:50 p.m.

Students in the Division have the option of working toward a degree or of simply taking courses which meet a special need or interest. They may enroll on a part-time or full-time basis, and may take courses during the fall and/or spring semester as well as during the summer session, if they wish.

Students enroll for a wide variety of purposes. Some take a course to prepare for a career, while others seek to improve their qualifications for promotion on the job. Liberal arts students may be taking courses in order to meet entrance requirements of a professional school of law, medicine, dentistry, or veterinary medicine. In addition, there are many students taking courses for the sheer love of learning more about art, a foreign language, literature or music.

Courses which provide undergraduate and/or graduate credit are scheduled in the following academic disciplines: art, biology, business administration, criminal justice, economics, education, English, geography, history, library science, mathematics, modern foreign language, music, occupational education/physical education, physical science, psychology, and sociology. Career related courses which are currently in demand include courses in business administration, computer science, criminal justice, human services, journalism, school library science, and teacher education.

REGISTRATION AND DEGREE PROGRAMS

Students can register without formalities to take one or more courses. However, those students who wish to enter a degree program must file an application and meet the usual degree requirements. The College awards the bachelor of arts, bachelor of science, master of arts, and master of education degrees. Westfield also awards the Certificate of Advanced Graduate Study (CAGS) in School Administration.

PERMISSION TO ENROLL IN GRADUATE COURSES

By special permission, advanced undergraduate students may enroll in graduate classes. Credit earned can be applied to the baccalaureate degree or, if not needed for the baccalaureate degree, can be credited as graduate study.

INFORMATION

Further information may be obtained by contacting the Graduate Studies and Continuing Education Office, Room 109, Parenzo Hall, Westfield State College.

LIBRARY FACILITIES

The Governor Joseph B. Ely Student Union/Library building, opened in December 1971, is a campus gathering place for all segments of the college community. The Student Union provides recreation facilities and services for a broad social, cultural and recreational program, including swimming pool, meeting rooms, snack bar, theater, game rooms, handball court, television, recreation rooms, music rooms, and the campus radio station, WSKB-FM. The more than forty college clubs and organizations, including student newspaper, *The Owl*, college yearbook, *The Tekoa*, and Student Senate meet in this building.

The College Library is located in the south wing of the Governor Joseph B. Ely Memorial Student Union and Library Building.

RESOURCES

The Library's collection numbers more than 119,000 volumes and current and backfiles of over 800 periodical titles and newspapers. Over 6,000 reels of microfilm and 198,000 units of microfiche and microcard are serviced by microform readers. Pamphlets, newsletters, and curriculum material complete the collection.

PRIVILEGES AT AREA LIBRARIES

Through a cooperative arrangement with other libraries in the area, Westfield State College students may register and borrow materials at the following libraries: American International College, Bath Path Junior College, College of Our Lady of the Elms, Holyoke Community College, Springfield College, Springfield Technical Community College, Springfield City Library, Western New England College, and the Western New England Law Library. Students may also borrow from the Westfield Athenaeum and University of Massachusetts libraries.

POLICY OF NON-DISCRIMINATION

The Massachusetts State College System, both as an employer and as an educational system, is committed to the principles of non-discrimination and equal opportunity for all persons. These commitments are actively pursued in all aspects of both campus and community relationships.

The Massachusetts State College System is committed to a policy of affirmative action in its educational programs, activities and employment practices.

The Board maintains and promotes a Systemwide policy of non-discrimination on the basis of race, religion, color, sex, age, handicap, marital status, or national origin. This policy incorporates by reference the requirements of Federal Executive Orders 11246 and 11375 as amended; the Civil Rights Act of 1964 as amended; Title IX of the Educational Act of 1972; Section 503 and 504 of the Rehabilitation Act of 1973; Section 402, Vietnam Era Veterans Readjustment Assistance Act of 1974; and pertinent Laws, Regulations and Executive Directives of the Commonwealth of Massachusetts, including regulatory procedures set forth by the Board of Higher Education under Chapter 820 of the Acts of 1973; and other applicable state and federal statutes.

THE ADMISSION PROCESS

Admission applications, which may be used for any Massachusetts State College, are obtainable through high school or community college guidance counselors or at any State College Admission Office.

ENTRANCE REQUIREMENTS

FRESHMAN

Westfield State College accepts both full-time and part-time students. Admission to Westfield State College is selective. The minimum entrance requirements specify that the prospective student have a high school diploma or its equivalent. In addition, all students must show satisfactory performance on the College Board Scholastic Aptitude Test and submit the Student Descriptive Questionnaire.

The prospective student must submit an admissions application after the opening of the Senior year in high school and the secondary school record must be submitted according to the directions on the application.

Evidence of a physical examination from the applicant's personal physician should be obtained before entrance to the College. If the applicant is applying as an Art major, he/she must submit a portfolio; if applying as a Musical major, he/she must have an audition with the Music Department. A personal visit is recommended for all applicants to the College.

Westfield State College has a "rolling admissions" policy. Candidates are notified of their acceptance on a continuing basis beginning about January 1.

TRANSFER

If you have completed twelve semester or eighteen quarter credits at another college or university, you may be eligible for entrance to Westfield State College as a transfer student.

Applicants for transfer to Westfield State College will be evaluated on the basis of their previous college academic record. Whenever possible, degree credit will be granted for course work completed at accredited institutions of higher education. Courses which do not fit the degree programs may be counted as fulfilling the open elective requirements of the four year curriculum. The transfer student will be required to fulfill the same degree requirements as any other student. A student transferring from a two-year institution is entitled to transfer for credit toward the bachelor's degree no more than the two years of credit which constitute the requirement of the associate degree program taken as a unit.

A student who has completed the general requirements of one State College prior to transferring to another State College is not obligated to meet additional or different general education requirements of the receiving college. A student must successfully complete one year as a full-time student (30 credits) to receive a baccalaureate degree from Westfield.

The number of transferees accepted will be determined by existing vacancies in the various degree programs and the number of applicants deemed eligible.

Eligibility usually means a cumulative average of 2.0 or better. Once admitted to Westfield State College, the transfer student assumes a new cumulative average that is subject to academic policies established by the College.

COMMONWEALTH TRANSFER COMPACT

Throughout higher education in the Commonwealth of Massachusetts, an Associate Degree from any two year college signatory to the Commonwealth Transfer Compact is honored as a unit and is defined as the equivalent of 60 credit hours of undergraduate college level study including:

(A) 6 hours of English - communication
(B) 9 hours of behavioral - social sciences
(C) 9 hours of humanities - fine arts
(D) 9 hours of mathematics - sciences
(E) the remaining credits to be on a college level

Westfield State College honors this policy and will award, upon acceptance, the full number of credits earned while enrolled in the Associate Degree program.

COLLEGE LEVEL EXAMINATION PROGRAM (CLEP)

A student enrolled in a Westfield State degree program may be awarded a maximum of 60 semester hours of credit on the basis of College Level Examination Program (CLEP) test scores. No credit may be gained for passing a CLEP examination in cases where the student has already earned credit or course completion for the same subject area covered by the examination.

Credit based on the CLEP General Examination will be granted to individuals who have attained a score at least equivalent to the 50th percentile of national norms established on college Sophomores and published by the College Entrance Examination Board.

General Examination	*Westfield Common Core Requirement Satisfied*	*Semester Hours*
English Composition	English Composition	6
Humanities	Literature, Art, or Music	6
Math/Natural Science	Math/Natural Science	9
Social Science	Social Science	6

Credits based on the CLEP Subject Examination will be granted to individuals who earn scores at or above the mean scores earned by students who participate in the national norm sample.

Westfield State College reserves the right to grant credit for only one test if there is an overlap in a General and Subject Examination.

The English Department may, at its discretion, require an acceptable writing sample before granting credit for English Composition.

Each individual department will determine whether credit from a Subject Examination will be granted within the major or an elective area.

Students will take the CLEP General Examinations prior to the completion of their first year at Westfield State College. Students will take the special examination prior to enrollment in the course which is equivalent to the special examination. In no case shall a student be granted CLEP credit if the student has completed, or is in the process of completing the course. (That is, CLEP cannot be substituted for completion of the course requirements.)

READMISSION

Application for readmission must be filed by June 1 for the first semester and December 1 for second semester readmission.

A student who is dropped from Westfield State College because of academic failure may apply for readmission after he has taken successfully at another accredited college enough courses in an approved program to raise his cumulative quality point average to the level required of members of the class to which the student is to be assigned. The student must consult with the Director of Admissions for approval of a scholastic program which will be acceptable for readmission.

Students who are dropped more than once for academic failure may not be readmitted to Westfield State College.

FOREIGN STUDENT ADMISSION

Any foreign student seeking admission to the College must fulfill the same requirements established for freshmen or transfer students. The Test of English as a Foreign Language (TOEFL) also is required of each applicant. Information on this requirement can be obtained from either the College Entrance Examination Board or the Educational Testing Service. All applications for admission from foreign students must be received by January 1 for entrance the following September. No foreign applicants are eligible for admission in the January entrance period.

ADVANCED STANDING

Honor courses, programs of independent study, Advanced Placement, College Level Examination Programs (CLEP), and advanced standing credit earned at another accredited institution of higher learning usually will be accepted at Westfield State. Students will be awarded CLEP credit for scores at or above the 50th percentile. Advanced Placement test scores of 3 or better will be awarded credit. A maximum of 60 credits can be earned by examination.

ALTERNATIVES TO INDIVIDUAL DEVELOPMENT (Urban Education Program)

The State College System has developed a series of programs at each campus to insure the sons and daughters of minority groups and low income families of all races an equal opportunity for a college education.

Westfield State College's A.I.D. program is referred to as the Urban Education Program. This program begins in the summer with a mandatory six-week session.

During the summer session, students take courses in English, Math, Science, and Reading (if necessary).

Once admitted to Westfield State College, students are allowed to proceed at the speed that they feel they can best succeed. A student may take as few as nine credits or as many as fifteen credits per semester. To help insure success at Westfield State College, each student is closely followed by his advisor. If necessary, tutors are furnished upon request of the student or on the advice of the advisor.

Supportive services associated with this program include courses such as communication skills for students having difficulty in reading, comprehensive and study skills, English taught as a second language for bilingual students, intensive math and intensive English Composition for students lacking the necessary foundation to successfully complete the regular math and English Composition courses.

Students are required to attend all classes. Failure to attend classes will result in being dropped from the program.

FINANCIAL AID

Students in need of financial aid are instructed to speak with the Financial Aid Officer. Someone is always available in the Financial Aid Office to assist or to answer questions. Literature available in the Office includes material on: Financial Aid Procedures, Institutional and Financial Aid Information for Students (student consumerism), Loan Programs (NDSL-3% and GILP-HELP 7%), Student Rights and Responsibilities, and other programs. Financial Aid is awarded on the basis of comparative computed need. The College does not discriminate for or against any student or group based on race, color, creed, national origin, age, sex, or handicap.

POLICY AND CRITERIA

The policy and criteria for the award and renewal of financial aid are as follows:

1. All students making satisfactory progress and having a definite need as determined by the Financial Aid Officer (utilizing the FAF of CSS) are eligible for financial aid.

2. Types and amounts of awards are determined largely by federal regulations and guidelines, due to the fact that most of the funds come from this source.

3. The emphasis is maximum assistance to the most needy students; however, all needy students are considered and usually receive some assistance.

4. Upperclassmen obtain all necessary forms from the Financial Aid Officer. Entering Freshmen obtain the FAF from their High School Guidance Counselor and other necessary forms from the Financial Aid Office.

5. Students re-apply each year and, if still eligible, receive awards commensurate with need and available funds. We cannot and do not promise a specific amount for each of the four years due to the uncertainty regarding the amount of federal funds and the lack of institutional scholarship money.

6. The Financial Aid Form (FAF) must be completed and sent to the College Scholarship Service, Princeton, New Jersey. Financial Aid applications must be completed and sent to the Financial Aid Officer, Westfield State College, by March 1. STUDENTS MUST REAPPLY FOR FINANCIAL AID EACH YEAR.

BASIC PROGRAMS THROUGH THE COLLEGE

There are six (6) basic Financial Aid Programs through the College:

1. COLLEGE WORK-STUDY

Students may work up to 20 hours per week during the school year, and 40 hours per week during vacations, and/or summer. Usually students work about 7 hours per week and are paid every two weeks.

2. SUPPLEMENTARY EDUCATIONAL OPPORTUNITY GRANT

This is an outright grant ranging from $200.-$1,500. per year. To qualify, a student must be in extreme need.

3. BASIC EDUCATIONAL OPPORTUNITY GRANT

This is also an outright grant ranging up to $1,800. All students applying for financial aid MUST apply for this program. Only undergraduate students are eligible to apply.

4. NATIONAL DIRECT STUDENT LOANS

This is a 3% simple interest loan based on computed financial need. May borrow up to $2,500. for the first two years or $5,000. total for undergraduate study. No interest is charged or payment due until nine (9) months after leaving college. Students may cancel up to 100% of the loan plus interest for full-time teaching of the handicapped or in the Headstart Program. Also, 50% plus interest can be cancelled for four (4) years (12-1/2/ per year) of military service in a combat area.

5. H.E.L.P. (GUARANTEED INSURED LOAN PLAN)

This type of loan is available through many local banks. The Federal Government pays the interest while the student is in school; however, the entire loan must be repaid at 7% simple interest starting when students terminate their education. Undergraduates may borrow up to $2,500 per year for a maximum of $7,500 during the undergraduate years. H.E.L.P. loans are considered as financial aid when the college establishes a financial aid package for the student.

6. SCHOLARSHIPS

There are a few scholarships from the College. Students with high academic standing and/or college and community service should contact the Financial Aid Office for information on available scholarships.

Each year, the Westfield State College Student Senate awards two (2) scholarships to each of the four classes. Seniors selected must be accepted for graduate school. A small loan for emergency purposes (free of charge) is available through the Financial Aid Office.

OTHER SOURCES

Many students attending the College receive scholarships and/or financial aid from sources other than Westfield State College. Social Security, Rehabilitation, ADFC benefits would be included in the above. The following are other sources of outside aid:

MASSACHUSETTS BOARD OF HIGHER EDUCATION SCHOLARSHIP

Awards are based *primarily* on financial need. Applications for entering Freshmen are obtained in the Fall of the Senior year from the High School Guidance Department. Applications for Westfield State College students are

obtained in the Fall from the Financial Aid Officer for the following school year. Scholarships are $300. per year. All students applying for financial aid *must* apply for the B.H.E. scholarship using the FAF.

HORACE SMITH SCHOLARSHIPS

Applications may be obtained from the Horace Smith Foundation in the SIS Building in Springfield, Mass. in the Spring. Deadline for submitting applications is June 15 for college students and July 1 for high school seniors. Scholarships consist of loans and grants to graduates of Hampden County High Schools. Loans are similar to NDSL except there are no cancellation features.

JAMES Z. NAURISON SCHOLARSHIPS

Applications are available in the Spring of each year either from the Third National Bank of Hampden County in Springfield or the Financial Aid Office. Students applying for financial aid are expected to apply for this scholarship if eligible. Only residents of Hampden, Hampshire, Berkshire, Franklin Counties or Enfield/Suffield, Conn. are eligible to apply. Deadline for application is May 1.

Other scholarships are available from time to time. Please check with the Financial Aid Office for details.

Note: All outside aid should be reported immediately to the Financial Aid Officer.

SOME GUIDELINES

The following Scholarship Committee guidelines govern the awarding of financial aid to students owning and/or operating motor vehicles on campus:

Commuting Students: may have a car if commuting from home and still be eligible for financial aid.

Dormitory Students: may not have a car and be eligible for financial aid.

There are only two exceptions to these guidelines. Student teachers may have a car during the period of student teaching only if it is necessary for commuting to the school of assignment. Students with unusual situations who have consulted the Director of Financial Aid and whose requests have received approval may have a car during the period of emergency only.

SCHEDULE OF TUITION AND FEES*

1978-79 Academic Year

	Per Semester	Per Year
Tuition, Full-Time Student:		
In-State	$250.00	$ 500.00
Out-of-State	660.00	1,320.00
Tuition, Part-Time Student:		
In-State $20 per credit hour per semester up to 12 credits		
Out-of-State $53 per credit hour per semester up to 12 credits		
Room Rent:		
Apartments	550.00	1,100.00
Scanlon Hall	400.00	800.00
Dickinson Hall	400.00	800.00
Davis Hall	400.00	800.00
Lammers Hall	450.00	900.00
Board:		
7 Day Plan (21 Meals)	265.00	530.00
Sales Tax—Meals	15.90	31.80
5 Day Plan (15 Meals)	242.50	485.00
Sales Tax—Meals	14.55	29.10
Reserve for Room Damage		50.00
Student Activity Fee	19.50	39.00
Student Union Fee	10.00	20.00
Library Development Fee	5.00	10.00
Athletic Fee	22.50	45.00
Health Fee	10.00	20.00
Placement Service Fee (Seniors only)		5.00
Books and Supplies (Approximately)		200.00
Educational Services	5.00	10.00
Insurance (Approximately)		78.00
Laundry (Dormitory Students—Approximately)	31.00	62.00
Freshman Orientation (once only)		18.00
Transfer Orientation (once only)		2.00

* 1. These fees are all subject to change. Please check both the current fee schedule and expected changes when you apply to the College so that you can plan accordingly.

* 2. Because of new state directives, it is possible that out-of-state tuition for both full-time and part-time students may rise substantially in the fall of 1979. Please check with the Admissions Office when you apply.

* 3. There will be no charge for tuition to any person 65 years of age or over attending a state college in the Commonwealth of Massachusetts provided that there is space available according to guidelines available from the Office of the College's Vice President for Academic Affairs, and provided that the person does not have an annual income in excess of $12,000.

* 4. Anyone in the Massachusetts National Guard is eligible for a fifty percent reduction in tuition cost at any State College in Massachusetts.

REFUND POLICY

1978-79 Academic Year

If a student withdraws from the College after paying his/her fee bills, refunds are allowed as follows:

TUITION New Students

Prior to the beginning of classes: All tuition fees minus the $50. initial deposit
Within the first week: 66-2/3%
Within the second week: 50%
Within the third week: 33-1/3%
After the third week: None

TUITION Returning Students

Prior to the beginning of classes: 100%
Within the first week: 66-2/3%
Within the second week: 50%
Within the third week: 33-1/3%
After the third week: None

BOARD Refunds for board are pro-rated. They will be made by the ARA Food Service for commuters and for College Apartment residents. Dormitory residents should see the College's Business Office.

ROOM All dormitory and College Apartment residents have occupancy agreements. See the Housing Office for information on withdrawal prior to occupancy, withdrawal during term of agreement, and individual exceptions. Refunds normally are tied to both written notification of intention to withdraw, and to the College's ability to fill the vacancy created by the resident's withdrawal.

ROOM DAMAGE DEPOSIT Unused deposits will be refunded yearly or when the dorm clearance sheet is processed.

OTHER FEES There will be no refunds on the following after classes begin: Student Activity Fee, Athletic Fee, Student Union Fee, Library Development Fee, Orientation Fee, Placement Service Fee (Seniors only), Educational Service Fee, and Health Fee.

ACADEMIC POLICIES

STUDENT REGULATIONS

ACADEMIC ADVISING

All students will be provided academic advising regarding their academic program. This advising includes:

1. A suitable major program, minors and any changes in program of study.
2. Registration, semester by semester.
3. Assistance with individual courses.
4. Academic achievement, including honors programs.
5. Total number of graduation credits accrued.

To advise students, the College relies on:

1. The Department Chairs.
2. Individual instructors, course by course.
3. Selected members of the faculty.
4. Members of the Student Personnel Department.
5. The Coordinator of Academic Advisement.

The Chairs of major departments are responsible for the advising of students, for the selection of a suitable major, change of major, and registration. Designated members of the faculty assist the Chairs with this duty. Individual instructors assist those who require advising and those who are failures and near failure. All Chairs advise on the selection of suitable core courses and electives.

The Coordinator of Academic Advisement is responsible for coordinating the advisement of undeclared majors through a program of volunteer advisors from among faculty in various disciplines, and for general coordination of the academic counseling program. In the latter responsibility, as a faculty assistant to the Academic Dean, the Coordinator assists students in the resolution of new and unusual academic advisement problems resulting from unanticipated changes in academic policies or from extraordinary circumstances.

ATTENDANCE REGULATIONS

The student classroom attendance regulations shall be determined individually by each member of the faculty who is responsible and accountable for stating these regulations clearly in writing at the beginning of each course of instruction.

CERTIFICATION

All graduates who satisfactorily complete the college-approved program for teaching are recommended by the College's Department of Education for certification by Commonwealth of Massachusetts, Department of Education.

REQUIREMENTS FOR STUDENT TEACHING

Students applying for student teaching must have an overall minimum cumulative average of 2.5 or better in Educational studies. Requirements vary for other departments. Please consult your advisor or the Department Chair for specifics.

CLASS CANCELLATIONS

In the event of inclement weather, classes may be cancelled. The announcements of such cancellations are made regularly by the area radio and television stations. School closings are usually announced early in the day.

ACADEMIC APPEALS COMMITTEE GUIDELINES FOR DEPARTMENTS, FACULTY, AND STUDENTS

1. The Academic Appeals Committee consists of three (3) faculty members and one (1) alternate, all elected by the faculty.
2. The Committee considers all academic appeals, including questions of academic standing and grading.
3. Appeals must be submitted on the correct form (available in the Office of the Academic Dean). Appeals must follow the established channels, from the individual professor, to the Department Chairs, and finally to the Committee.
4. The Committee will only consider appeals of grading if the student can demonstrate that a clerical error was made by the professor, if the grading system differed from that in the course outline (or the description provided by the professor), or if the student accuses the professor of prejudice against the student.
5. The Committee holds hearings, with the student and the professor allowed time to explain the situation.
6. The academic freedom of the professor is not to be threatened in any way. A grade cannot be changed by the Department Chair, by the Academic Dean, or by the Committee. After consideration, the Committee may recommend that a professor change a grade. The Committee may order that a notation be placed on the student's transcript, indicating that the Committee determined that the grade did not reflect the student's performance. In case of continuous or flagrant problems, the Committee may direct the Academic Dean to place an indication to that effect in the professor's personnel file. Presumably, that might adversely effect personnel actions.
7. When an appeal is submitted to the Department Chair, he/she is to bring it to the entire department for consideration. The department should ascertain that the professor's stated grading procedures have been followed, that no clerical error has been made, and in the event that prejudice is claimed by the student, the department should determine if evidence exists. If the question is grading of a paper or an examination, the department might wish to examine the paper or exam. The professor might wish to submit other papers or exams for comparison, if he/she thinks that such comparison would demonstrate the accuracy of the grade.
8. The decisions of the Committee will be forwarded to the student, to the professor, and to the Academic Dean. The Academic Dean will implement the decision of the Committee.

COMMITTEE ON COURSE AND STANDING

The Committee on Course and Standing is the review committee for all cases of variation from the usual policy and procedure. It is the Committee of Appeal. The Registrar chairs the Committee and the Committee membership includes the Director of Admissions, the Associate Dean of Students, and two faculty members. When a case is referred to the Committee on Course and Standing, the Registrar seeks the recommendations of the Chair involved. The Committee will meet as frequently as the case load dictates. The recommendations of the Committee will be forwarded to the President of the College. Students are informed after the President of the College has reviewed the Committee's recommendations. Students are advised to deliver their written requests to the Registrar.

SCHOLASTIC REQUIREMENTS

ACADEMIC STANDING

All quality points are cumulative.

A student must maintain a ratio of 1.5 for all of the Freshman year.

A student must maintain a ratio of 1.75 for all of the Freshman and all of the Sophomore years combined.

A student must maintain a ratio of 2.0 for all of the Freshman, Sophomore, and Junior years combined.

A student must maintain a ratio of 2.0 for all of the Freshman, Sophomore, Junior, and Senior years combined. Those below a cumulative 2.0 at the end of the Senior year are not eligible to graduate.

All students who fail to achieve the required cumulative quality point average at the end of each academic year will be dropped from the College.

In addition, students must meet and exceed any other quality point average required by the department in which they are enrolled as a major. Requirements may vary with the department.

For Purposes of College Classification

A FRESHMAN is one who has not completed 30 credits.

A SOPHOMORE is one who has completed 30 credits but not 60 credits.

A JUNIOR is one who has completed 60 credits but not 90 credits.

A SENIOR is one who has completed 90 credits.

For Purposes of Retention in College

A student who has TAKEN 36 credits or less must have achieved a 1.50 cumulative average.

A student who has TAKEN 37 credits but not more than 60 credits must have achieved a 1.75 cumulative average.

A student who has TAKEN 61 or more credits must have achieved a 2.0 cumulative average.

SPECIAL STUDENTS

Special students are those students accepted as non-matriculants AND those who have acquired 120 hours of credit.

TRANSFER STUDENTS

Transfer students are those who have attended a college other than Westfield State College and completed credits accepted toward a degree at Westfield State College. Transferees are classified according to the category they fit based upon the number of credits that were accepted toward their degree requirements at Westfield State College.

Any and all cumulative point averages earned at other institutions prior to acceptance to Westfield State College *do not* reflect in a student's statistical average while at this institution.

The one exception to this rule applies in consideration of a student graduating with honors. In these cases, a student's four-year record will be judged and will include all institutions attended. A student must have attended Westfield State College for a minimum of two years in order to be eligible for graduation honors.

ACADEMIC LOAD

The customary load is fifteen (15) hours. This permits a student to complete the academic program in four (4) years. Students who wish to accelerate may carry up to eighteen (18) hours. Students who desire to take more than eighteen (18) hours must complete a form obtained from the Registrar. Only exceptional cases will merit consideration.

Twelve (12) hours a semester is a minimal full load. Those students who limit themselves to less than twelve (12) hours a semester are not carrying a full load. Eighth semester Seniors are permitted exception to this rule.

Part-time students lose their eligibility for dormitory space and cannot represent the College in co-curricular activities.

ACADEMIC PROBATION

Academic probation occurs when the cumulative quality point average is too low for retention. A warning issued by the Registrar states that one more semester is being allowed for improvement to the mandatory level.

Students who are unable to reach the stated minimum cumulative average will be dismissed at the end of an academic year. An exception will be granted to students who have been at Westfield State for only one semester—the Spring semester. Under this exception, students have the opportunity to bring their average to an acceptable level during the following Fall semester.

No student is allowed more than two semesters on academic probation.

COLLEGE DISMISSAL

1. A student must be dropped from the College at the end of the first semester of the Freshman year if he/she falls below 1.0.

2. If a student receives failing grades (F) in three or more courses, he/she will be subject to dismissal at the end of any semester.

3. A student may be required to withdraw upon notification of his/her third non-consecutive probation-level semester.

4. A student who falls below the required cumulative average to remain in College is subject to dismissal in May of that year.

CO-CURRICULAR ELIGIBILITY

All students are entitled to eight semesters, summers excluded, of co-curricular eligibility. If a student requires more than four years (8 semesters) to be graduated from Westfield State College, he/she is no longer eligible for any semester of cocurricular activity in excess of eight.

Transfer students' cocurricular eligibility will be determined on the basis of their class status upon admission—Sophomores, six semesters; Juniors, four semesters; Seniors, two semesters.

EXAMINATIONS AND FINALS

All students in all subjects are required to take all examinations at the time and place called by the instructor. A final examination schedule is posted each semester.

All accounts with the College must be clear before a student is allowed to take any final examination. This includes all fees, such as: board, tuition, library fines, Student Senate loans, physical education fees, traffic fines, etc.

All agencies should inform the Registrar one week prior to the close of the semester (December and May) of those who are delinquent. All agencies should notify their delinquents, in writing, on a regular basis, such as weekly or monthly.

A final examination is part of every course and must be completed by all registrants of a course unless it is physically impossible for them to attend. When a student misses the final examination, but has met all the other requirements of the course, the *Incomplete* grade is assigned. *Incomplete* becomes an

"F" unless it is made up within four weeks after the start of the new semester. *It is the student's responsibility to contact his/her instructor and arrange to take a substitute examination for the missed final.*

All students are to take each and every examination at the time and place assigned. If a student does not meet the requirements, the instructor may offer a "make-up" examination.

At the discretion of the individual instructor:

1. Seniors maintaining a grade level of "A" are not required to take final examinations.

2. Juniors maintaining a grade level of "A" are excused from final examinations.

GRADES

The State Colleges, Westfield included, use a quality point system of:

A —4.0	B+—3.3	C+—2.3	D+—1.3	F —0.0
A- —3.7	B —3.0	C —2.0	D —1.0	
	B- —2.7	C- —1.7		

INCOMPLETE GRADES

The grade of incomplete (I) is to assigned according to State Policy only if at least 80% of the course work has been completed at the time of discontinuance. Further, Westfield policy states that the grade of *I* is to be assigned only to the relatively few students per term who have valid, approved reasons for their inability to complete the course on time. *I* is not assigned to a potential *FAILURE.*

The grade of *I* is not to be assigned unless accompanied by a written statement indicating the specific reason and the plan for the work to be completed. Extension time may be granted upon request made by the instructor to the Registrar.

Please Note:*I* (incomplete) becomes a failure unless satisfactorily completed during the first four weeks of the new semester. It is the student's responsibility to see that the necessary work is made up.

QUALITY POINT SYSTEM

The cumulative quality point average is computed at the end of each semester.

The determination of quality points is made at the end of each college year. The points scored in all courses are averaged. The number of quality points which a student receives in a course is determined by multiplying the total number of semester hours in the course by the corresponding number of quality points, e.g., a six-semester hour course with a rating of "4" has a value of

24 quality points. The average is computed by dividing the total number of quality points by the total number of semester hours.

Grades of "F" can never be removed, but the subjects in which they have been received may be repeated and passed, or, in the case of electives, other approved courses must be taken and passed either in approved Summer Sessions, or when possible during the regular college year.

READMISSION

The readmission process for a student dropped from Westfield State College because of academic failure is the following: A student who is dropped from Westfield State College because of academic failure may apply for readmission after he has taken successfully at an acceptable college enough courses in an approved program to raise his cumulative quality point average to the level required of the members of the class to which the student is to be assigned. The student must consult with the Director of Admissions for written approval of a scholastic program which will be acceptable for readmission. Any course completed without prior written approval by the Director of Admissions may not be credited toward readmission.

The student's class level determination will be made by the Director of Admissions. This judgment will be based on the number of credits the student has achieved in the curriculum required for his degree.

A student has credit for all courses for which he did not receive a failing grade. However, grades of "D" will not be accepted from a transcript that shows a total cum of less than 2.0.

Acceptable colleges are accredited colleges and/or community colleges of the Commonwealth of Massachusetts.

Students who are dropped more than once for academic failure may not be readmitted to Westfield State College.

A failing student must remain off campus for one academic semester.

Students who withdraw are usually subject to these readmission requirements.

TRANSCRIPT REQUEST PROCEDURE

The first copy of the transcript is supplied at no cost. Transcripts are issued by the Registrar when the student completes the written request form and pays the one dollar ($1.00) fee. Telephone requests are *not* accepted. Official copies are not issued to students or graduates.

TUTORING PROGRAM

Tutoring assistance is available for students requiring help. Students should contact their advisor or the members of the Student Personnel Department.

PROCEDURE TO WITHDRAW FROM COLLEGE

When a student withdraws from college, the following procedure should be completed:

1. Obtain a Clearance Form from the Office of the Associate Dean of Students (P-105).

2. Check with the Bursar on financial standing with the College.

3. Clear with Assistant Dean of Students, Financial Aid Officer, Library, Physical Education Department, and the Registrar—and receive the required signatures on the Clearance Form.

4. Check with the Academic Dean regarding a leave of absence.

5. Return completed Clearance Form to the Registrar's Office.

6. Complete a Withdrawal Form in the Registrar's Office.

A withdrawal grade of WP (Withdraw Passing) or WF (Withdraw Failing) will be obtained for each course in which the student was enrolled. These grades will be posted on the student's transcript card but not computed in his/her cumulative average. Any student receiving three (3) or more WF's is ineligible to return the following semester.

GRADUATION POLICY

All students wishing to graduate at the end of the Spring semester must make *formal application* for graduation at the Registrar's Office by March 1. Students wishing to graduate in August must make *formal application* by July 1, and those wishing to graduate in January must make *formal application* by November 1.

This application is in addition to the filing of a diploma name card during earlier registrations.

If such formal application is not completed by the deadline, students will neither participate in graduation ceremonies nor receive their degrees until the following graduation.

It is the responsibility of each senior student to provide the Registrar with information and transcripts concerning all course work completed somewhere other than in the Westfield State College day division.

PROCEDURES FOR PROGRAM CHANGES

PROCEDURE FOR CHANGING A COURSE

All course of instruction changes (changes out of and into courses) originate with the Department Chair, who will discuss the proposed change and counsel the student accordingly.

When a student wishes to initiate a change(s), he or she should secure the form from the Registrar. If the change is approved and signed by the student's Department Chair, his or her advisor, and the instructor of the course, the student must then retrieve the original class admittance card and return both forms to the Registrar's office.

If the Registrar then approves the course change, the student must then obtain a class admittance card from the College Computer Center.

All course changes must take place within two (2) weeks after the start of regular full-semester classes. Students wishing to enroll in eight (8) week courses have but one week from the start of the class to do so.

The official notification of all course changes will come from the Registrar.

When a student wishes to add a course to his or her program, he or she also follows the procedure outlined above for changing a course.

Please read your class admittance card for further directions.

GRADE CHANGES

When an instructor wishes to change a course grade, he or she must obtain the form from the Registrar, fill in the necessary information, and return it to the Registrar.

The Registrar records all course grades and he is the only College official who may change a grade already recorded in his office.

In addition to the request of an instructor, a grade may be changed by the Registrar when it is clear that a clerical error has been made.

PROCEDURE FOR CHANGING AN ACADEMIC MAJOR

A student must discuss any proposed change of his/her academic major with the appropriate Department Chair. He/she must also discuss the proposed change with the Chair of his/her present Department. If, after thorough discussion and counseling, the student wishes to proceed with the proposed change, he/she must obtain the appropriate form from the Registrar and have it signed by the Chair of both Departments involved. The form must then be returned to the Registrar's Office.

PROCEDURE FOR WITHDRAWING (DROPPING) FROM A COURSE WITHOUT "FAILURE"

A student who withdraws from a course of instruction during the first eight (8) weeks of each semester from a fifteen (15) weeks course and during the first four (4) weeks of an eight (8) weeks course will receive a "W" signifying he/she has withdrawn.

The Registrar must authorize all course withdrawals. First, the student obtains the drop form from the Registrar and then arranges to have the drop

form approved by his/her major advisor or his/her major Department Chair. THE STUDENT RETRIEVES HIS/HER CLASS ADMISSION CARD FROM THE INSTRUCTOR AND MAKES CERTAIN IT IS SIGNED. He/she then returns both forms to the Registrar.

POLICY ON REPORTING GRADES AFTER EIGHT (8) WEEKS

There is no withdrawal from a course permitted after the end of the eighth week of a fifteen (15) weeks course or after the end of the fourth week of an eight (8) weeks course.

All grades reported after eight weeks (or the fourth week in an eight weeks course) shall be a specific letter grade, including "F" (Failure). All such grades will be figured into the numerical average.

PROCEDURE TO CHANGE A SECTION

ONLY THE REGISTRAR CAN MAKE A CHANGE IN A SECTION. All such requests will be judged on their relative merit and the class size of the sections involved. ALL SECTION CHANGES WILL BE MADE DURING THE FIRST TWO (2) WEEKS OF CLASSES.

The student obtains a section change card and must obtain the signature of the instructor teaching the new section and the Chair of the Department wherein the course lies. Once this is done, the student returns his/her original class admittance card, signed by the instructor, to the Registrar's Office and obtains a new one.

HONORS

DEAN'S LIST

In order to be cited by the Registrar for academic honors known as the Dean's List, a student must have:
1. An average of "B+" (3.3) or above during the semester.
2. No grades below "C" (2.0).
3. A program of at least 12 semester hours.

GRADUATION HONORS

Cum Laude	3.30 to 3.59
Magna Cum Laude	3.60 to 3.79
Summa Cum Laude	3.80 or better

Students eligible for graduation honors must have attended Westfield State College for a minimum of two (2) years (60 credit hours).

All transfer students in order to qualify for graduation honors must have all their collegiate academic credits computed to determine their cumulative quality point average.

HONORS PROGRAM

The Westfield State College Honors Program is a student-professor pursuit of excellence. It aims to provide interested and qualified students an avenue of advancing in the major field as far as their ability and enthusiasm will allow. The program is for students in their Junior or Senior year.

TEACHER COMPETENCY AWARD

Students who have earned a 4.0 for student teaching are given the Teacher Competency Award.

WISDOM AND MERIT AWARD

Each year the Executive Committee of the Senior Class and the members of the Student Personnel Department select outstanding members of the Senior Class to receive the Westfield State College Wisdom and Merit Award. To be eligible, Seniors not only must achieve academically, but also must assist their class and the College in significant ways. The award carries the distinction of permanent record on the official College transcript.

SPECIAL OPPORTUNITIES

EXCHANGE PROGRAM

The Exchange Program provides an opportunity for selected Sophomores and Juniors to take their Spring semester at another college. Occasionally, Seniors have been included in a Fall exchange. The exchange is a direct one, in that our students pay all fees at Westfield State College just as though they were still here. Student Senate, through its Activity Fee, underwrites a portion of the transportation charges.

The exchange is now being carried out with the University of Alaska, College, Alaska; Arkansas Polytechnic, Russellville, Arkansas; Delta State University, Cleveland, Mississippi; East Central State College, Ada, Oklahoma; and the University of Wisconsin, Platteville, Wisconsin.

Selections for the Program are made by a selection committee composed of students from the Sophomore, Junior and Senior classes and appointees of Student Senate. Students who apply must have a 2.5 cumulative average. Information about the program may be obtained from the Office of the Associate Dean of Students.

STUDY ABROAD

This is a program of study in the student's discipline in a recognized foreign university for an academic year. It is open to qualified Juniors and Seniors. A maximum of thirty credits can be attained. Associate Professor of Art Bernard G. McMahon is the advisor for this program. Countries from Europe, Latin America and Africa are included.

STUDENT TEACHING ABROAD

This program offers qualified applicants the opportunity to student teach in American schools abroad during the Junior or Senior year. Locations include Brazil, England, Greece, Italy and Spain. The program applies to the second and fourth quarters only.

RESERVE OFFICERS TRAINING CORPS — R.O.T.C.

Westfield State College, in cooperation with Western New England College and the University of Massachusetts, offers an R.O.T.C. (Reserve Officers Training Corps) program leading to the rank of Second Lieutenant in either the Army Reserve or the Massachusetts National Guard. The program is directed by the United States Army and is available to all students. Actual courses are taken off-campus, primarily at Western New England College, through the Cooperating Colleges of Greater Springfield.

COOPERATING COLLEGES OF GREATER SPRINGFIELD (CCGS)

Westfield State belongs to a consortium of eight of the area's finest public and private institutions which has been specifically designed to enhance the educational experience through the use of cooperative programs. Known as the Cooperating Colleges of Greater Springfield (CCGS), the other member colleges are American International College, Bay Path Junior College, College of Our Lady of the Elms, Holyoke Community College, Springfield College, Springfield Technical Community College and Western New England College.

An agreement concluded by the Presidents of the eight member institutions makes it possible for a student interested in a course which is not offered at his own college to take it without an additional fee at any of the other seven colleges. His tuition fees at his own college will give him free access to any course at the other seven institutions of the C.C.G.S.

This expansion of the cooperative program, which already included use of library facilities, is evidence of the spirit of cooperation which has guided the C.C.G.S. since its establishment in 1971.

COLLEGE ACADEMIC PROGRAM SHARING (CAPS)

CAPS is a program designed to provide State College System students the opportunity to study at another College within the System in order to add a different or specialized dimension to their undergraduate studies. A semester or more on a different State College campus than the student's home college will afford the student who participates the chance to broaden his or her educational experience with a wider range of newly available faculty and courses. Through CAPS, a student may take from three to 30 semester hours of college credit at another State College without going through formal registration procedures and without a formal transfer credit approval process.

CENTER FOR DEVELOPMENTAL SKILLS

Director Dr. Donald L. Landry

The Center for Developmental Skills offers programs in the areas of writing, mathematics, reading, and study skills for Westfield State College students. Programs include remedial work and corrective work, as well as developmental work. A "customized approach" is provided through assessment (screening procedures and specific area testing), the establishment of specific instructional objectives, and the selection of effective means of obtaining those objectives. Each student's progress is measured and further service is provided, if necessary. There is no fee charged.

Students are referred to the Center via screening tests, recommendations, and self-referral. Classes take place during the College's regular daily course times. Small group as well as individualized instruction is available. Instruction is provided by various members of the faculty, by work-study students, and by graduate and undergraduate student volunteers.

ACADEMIC FREEDOM AND RESPONSIBILITY

The Board of Trustees of the Massachusetts State College System and the Massachusetts Teachers Association/NEA endorse the principles and standards of academic freedom and academic responsibility as generally and traditionally accepted in institutions of higher education. They agree to promote public understanding and support of academic freedom and agreement upon procedures to assure academic freedom in colleges and universities. Institutions of higher education are conducted for the common good and not to further the interest of either the individual teacher or the institution as a whole. The common good depends upon the free search for truth and its free exposition. Academic freedom is essential to these purposes and applies to both teaching and research.

Academic freedom is the right of scholars in institutions of higher education freely to study, discuss, investigate, teach, exhibit, perform and publish. Freedom in research is fundamental to the advancement of truth. Academic freedom in its teaching aspect is fundamental for the protection of the rights of the teacher in teaching and of the student to freedom in learning.

The teacher is entitled to full freedom in research and in the exhibition, performance and publication of the results of his/her research, to full freedom in the classroom in discussing his/her subject, and most specifically in the selection of classroom materials including selection of texts. The teacher is entitled to discuss controversial issues. As both a teacher and scholar he/she recognizes a professional obligation to present various scholarly opinions and to avoid presenting totally unrelated materials, that being fundamental to the advancement of truth.

Faculty members have the right to determine the amount and character of the work and other activities they pursue outside the College provided such work and other activities do not interfere with the discharge of their responsibilities.

THE STUDENT

ORIENTATION

FRESHMAN DAYS

A three-day period of Orientation for Freshmen is held on campus prior to the opening of College in September. One-half of the Freshmen attend each session. All students stay in the dormitories during this program.

The program is designed to help students become acquainted with the Westfield State College campus, campus leaders, fellow classmates, faculty, and administrative staff. Many topics are discussed, social activities are enjoyed, and all formal admission procedures are completed.

GROUP LEADERS

Group Leaders are selected from interested students by an Executive Board of returning Group Leaders to assist with Orientation and to aid Freshmen during the school year.

TRANSFER STUDENTS AND RETURNEES

A day of Orientation for transfer students and returnees is held during the week preceding the official opening of College. The program consists of an assembly which serves as an introduction to the campus, meetings with major advisors, I.D. photos, the purchase of books and supplies, and a buffet luncheon.

HOUSING

ON CAMPUS

Sixty percent of the student body resides in on-campus housing facilities. These include two female, one male and one coed residence hall and an apartment complex. A wide variety of life styles is available in on-campus housing included typical double and sometimes tripled rooms, special interest sections and furnished apartments with full cooking facilities. Facilities for the handicapped are available in each style and price range.

Each Residence Hall is staffed with a full-time professional Director, student Resident Advisors, housekeeping and security personnel, and governed by an elected Dormitory Council. Residence life is designed to maximize the educational and personal growth of each student.

OFF CAMPUS

The College maintains a listing of available off-campus housing in the Ely Building, Room 147 and assists students who wish to live off campus in finding roommates and accommodations. However, the College does not evaluate the off-campus housing available and is not party to any arrangements made between a student and a local landlord.

The College Mini-Bus provides transportation between many off-campus housing locations and the campus.

DINING FACILITIES

Westfield State College operates three food service facilities on campus.

Scanlon Dining Hall offers two meal plans: a seven-day/21 meal plan, and a five-day/15 meal plan. All resident students with the exception of Apartment residents are required to participate in one of these plans. Commuting students as well as Apartment residents may purchase one of the two meal plans, if they so desire.

Bates Cafeteria offers breakfast, lunch and dinner on an a-la-carte basis Monday through Friday.

The Student Union Snack Bar is open seven days a week during academic semesters, until eleven o'clock in the evening. It offers sandwiches and snacks on an a-la-carte basis.

HEALTH SERVICES

Health Services are under the supervision of the Associate Dean of Students and are available to all students enrolled at the College. Any employee may also utilize these services.

The infirmary is located in the East Wing of Scanlon Hall with access from the Parenzo Parking Lot. Twenty-four hour coverage is provided during the school year with beds for nine students available for overnight treatment.

A College Physician is on duty every day classes are in session from 9:00 A.M. to 11:00 A.M. He provides treatment for minor ailments and referrals on other problems. A working arrangement has been developed with gynecologists in the area to provide services to female students.

Persons requiring emergency treatment, day or night, are transported to Noble Hospital by ambulance or by Campus Security Personnel.

ATHLETICS

Westfield State has a broad, top-quality program of intercollegiate athletics. It has intercollegiate athletic teams in soccer, tennis, basketball, baseball, volleyball, lacrosse, cross country, indoor track, spring track, golf, ice hockey, gymnastics, softball and field hockey.

The College is a member of the Association for Intercollegiate Athletics for Women (AIAW), Eastern Association for Intercollegiate Athletics for Women (EAIAW), Eastern Collegiate Athletic Conference (ECAC), Massachusetts Association for Intercollegiate Athletics for Women (MAIAW), Massachusetts State College Athletic Conference (MASCAC), National Collegiate Athletic Association (NCAA) and the New England Athletic Conference (NEAC).

Westfield State teams have won the Smith Cup, the highest award given for athletic excellence in the State College System, in four of the last six years.

Westfield's program of intramural sports is equally strong, involving students in more than 20 different activities ranging from water polo to skiing. Approximately 1,800 students participated in intramural activities in the 1977-1978 school year.

COUNSELING

CENTER FOR PSYCHOLOGICAL SERVICES

The Westfield State College Center for Psychological Services (Counseling Service) is sponsored by the Psychology Department. Its major function is to meet the personal needs of students. These needs may include counseling on such concerns as vocational choice, feelings of depression, inability to relate to others, inability to be assertive, dating and changing sex roles. In sum, the service aims at helping students deal with any problems that may be hindering their development as students.

The major approaches used in working with students center around individual and group counseling. These sessions typically last an hour to an hour and a half per week. In addition, the counseling service recently established a limited family counseling program whereby students and their families may be seen together. This is particularly appropriate when certain problems and obstacles to students' growth are part of their family context.

All information is regarded as confidential. The staff all have doctorates in clinical or counseling psychology.

Students may come to the Counseling Service through one of several ways. They may walk in on their own and ask for an appointment. They may be referred by a fellow student, faculty member, or administrator. Students are not required to come for counseling for any specific period of time. The agreement to continue is a mutual one.

The Counseling Center is located in Wilson Hall, Room C-114. The Office of the Director of the Center is also in Wilson Hall, W-134, Psychology Department Office. The phone is extension 376 or 378. Appointments are typically made through the Director. Students are usually seen between 8 A.M. and 5 P.M., but exceptions are made.

SEX EDUCATION AND COUNSELING SERVICE—S.E.C.S.

S.E.C.S. is a Sex Education and Counseling Service available to Westfield State College students. The purpose of this organization is to help students deal with problems or questions related to sex, drugs, alcoholism, family problems, depression, and suicide. Information is available about community resources, such as where to go for pregnancy tests, V.D. tests, abortion information, drug detoxification, etc.

S.E.C.S. makes information available to students in a variety of forms including films, workshops, and literature. It is a peer counseling service.

In recognition of the fact that personal problems cannot be put on a schedule, the S.E.C.S. counselors are "on-call" at all times by phone, by informal meetings, or by a visit to the Counseling Center on Monday through Friday, 9:30 A.M. to 5:00 P.M. The Counseling Center is located on the first floor in Wilson, Room C-114. The S.E.C.S. phones are extension 430 or 568-9759.

CAREER PLANNING CENTER

Career planning services are provided for all Westfield State College graduates and under-graduates beginning in their freshman year. Students are encouraged to take advantage of these services during their years at Westfield State College.

Seniors, however, must complete registration materials in order to activate their placement file and pay a five dollar fee which enables the Center to provide the following services:

1. Maintains candidate's placement credentials
2. Mail candidate's credentials to prospective employers and/or graduate schools
3. Provide candidate with information on employment opportunities
4. Provide candidate with information on graduate school opportunities
5. Maintain career resource literature
6. Provide career planning counseling
7. Arrange campus interviews
8. Issue periodic newsletters

Please note that this is not an automatic job search process nor does it guarantee professional employment. This job search process necessitates the initiative and sustained effort of the individual student working in cooperation with the Career Planning Center.

OFFICE OF STUDENT PERSONNEL

The Student Personnel staff is dedicated to individual student development, learning, and growth and, therefore, each Student Personnel Staff member is primarily responsible for facilitating these goals and for contributing to the entire academic community by:

1. Initiating desirable changes;
2. Anticipating a variety of student needs;
3. Serving on a variety of College Committees;
4. Implementing programs and projects.

Student Personnel objectives are to work cooperatively with students, faculty, administrators, and service-support personnel in:

A. Establishing a commitment to serve others through volunteer service to the off-campus community; that is, helping community members do well what *they* feel is necessary to help them.

B. Developing an individualized and group approach to career planning and development for students.

C. Developing basic data regarding students at Westfield State College by survey or other means to determine better their needs for the improvement of student learning and personal growth.

D. Helping students deal more effectively with personal and social problems through counseling and other approaches.

E. Helping individual students and groups of students to utilize good decision-making processes (determining what information is necessary for sound decisions and how to get it; considering alternatives and consequences of various alternatives; making the decision, evaluating objectively the results of the decision; accepting responsibility for the results of the decision).

F. Providing an atmosphere and machinery on campus which assures the rights of each individual are respected and that each individual accepts responsibility for his actions.

G. Providing an atmosphere and situation on campus for students which is healthy and safe so that individual student energies and group energies can be devoted to creative learning and creative service to others.

H. Providing student services to enable student life on campus to run smoothly and permit students to become involved in those areas which will contribute most to their learning and personal growth.

I. As administrators, Student Personnel Staff plan, develop, research, and budget for the changing needs of the college student. They initiate as well as provide channels for effective change to be implemented.

VETERANS SERVICES

The Veterans' Affairs Office at Westfield State College stresses an individual approach to the veteran's problems, concerns and needs. The relatively small size of the student body enables us to provide answers and take action more quickly than on a large campus. The veteran is entitled to various benefits and Westfield State College wants to see that you receive them.

The Veterans' Affairs Office performs these services:

1. Explanation of all benefits to which you are entitled.
2. Follow-up on claims with the Veterans Administration.
3. Provides a counseling service for day and evening students.
4. Makes available several work-study grants in which a veteran may work from 100 to 250 hours per semester and receive between $265-$662.

The veteran is entitled to:

1. Tuition-free education at any state college if you are a Massachusetts veteran.
2. Financial aid in the form of scholarships, loans, federal funds, and work-study programs. In addition, direct loans from the Veterans Administration of up to $2,500 per academic year are available.
3. Tutorial assistance of a monthly rate of $69 to a total of $828.
4. College credit for service schools attended while on active duty.

MASSACHUSETTS STATE COLLEGE SYSTEM PRIVACY AND CONFIDENTIALITY REGULATIONS

Privacy and Confidentiality regulations are promulgated pursuant to the provisions of General Laws Chapters 73 and 15, Section 20A, and the requirements of General Laws Chapters 66A, 30 (Section 63), and Chapter 214 (Section 3B), all as inserted by Chapter 776 of the Acts of 1975. The procedures

set forth provide for the manner in which members of the College community and others shall have access to personal data in the possession of the State College System.

For full details on the Massachusetts State College System Privacy and Confidentiality Regulations please see the complete copy of the regulations posted at each college and/or contact the Office of the Vice President, Student Services.

THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

The Family Educational Rights and Privacy Act of 1974 which took effect on November 19, 1974, assures confidentiality of education records containing information directly related to a presently enrolled student, a former student or alumni.

The institution, according to the "Act" may make public "Directory Information" about a student e.g., name, address, date and place of birth, telephone listings, schools attended, degrees and awards received, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, and the most previous educational agency or institution, unless the student specifically requests in writing that his/her prior consent be obtained.

A request made by students to suppress from public distribution the above mentioned information are to be made in writing annually, no later than October 1 of the academic year for which the information is being made public.

Further information on the Family Educational Rights and Privacy Act of 1974 may be obtained from the Office of the Vice President, Student Services.

EARNING A DEGREE

COURSES OF STUDY

Westfield State College offers courses leading to the Bachelor of Arts degree in Art, Economics/Business Administration, English, French, General Studies, History, Mathematics, Music, Political Science, Psychology, Social Studies and Spanish.

A Bachelor of Science degree is offered in Biology, Criminal Justice, General Science, General Studies and Physical Education.

The Bachelor of Science in Education degree is offered in Elementary Education and Special Education.

A student who desires to teach at the secondary school level must major in a subject area and complete the education requirements needed for certification by the Massachusetts Department of Education.

Westfield State College students may major in one of the following areas (see department course listing for specific major requirements):

Art
Biology
Criminal Justice
Economics/Business Administration
Elementary Education
English
French
General Science
General Studies
History
Mathematics
Music
Physical Education
Political Science
Psychology
Social Science
Spanish
Special Education

Westfield State College students may minor in the following areas (see department course listing for specific minor requirements):

Art
Biology
Chemistry
Economics/Business Administration
English
French
General Science
Geography
History
Mathematics
Media Studies
Music
Philosophy
Physical Education
Physics
Psychology
Secondary Education
Speech and Theatre Arts
Spanish
Special Education
Social Science
Sociology

COURSE PATTERN FOR A DEGREE

One hundred and twenty credits are required for graduation. They are obtained through the following pattern which is used as a guide for every student's course of study. The pattern consists of three segments:

1. The General Core This segment is required of all students and includes the following:

	Credits
English Composition	6
Math and Science	9
State and Local History	3
Social Sciences	9
Fine Arts	6
Intellectual and Moral Criticism	6
Total	39

2. Major Core Courses in this segment are prescribed by the department wherein the major is housed and may total forty hours of credit. For specific major program requirements, see the departmental section in this catalog.

3. Elective Core Courses are selected by students depending on their own interests except for the major in elementary education/special education. A total of forty hours or more may be acquired in this segment.

The foundations of the General Core are disciplinary forms within which students select specific courses. The goals of the General Core are to introduce students to areas of study which can be seen as necessary ingredients for a cultivated, humane life.

In meeting the requirements of the General Core, Westfield students acquire abilities in the following areas.

1. The capacity to communicate clearly in one or more natural languages
2. The capacity for intellectual and moral criticism
3. An appreciation of the fine arts
4. An understanding of the machinery of state and its history
5. The capacity for social understanding
6. An understanding of natural science
7. An understanding of mathematical reasoning

GENERAL CORE OF STUDIES

HUMANITIES

1. Communication (6 hours)

English	EN	101-102	English Composition I & II

2. Intellectual & Moral Criticism (6 hours—any distribution)

Philosophy	PH	101	Introduction to Social & Political Philosophy
	PH	102	Introduction to Ethics
	PH	104	Great Philosophical Issues
	PH	107	Major Religions of the West
	PH	108	Major Religions of the East
	PH	110	Introduction to Philosophy of Science
Literature	EN	213	Major British Writers
	EN	215	Major American Writers
	EN	221-222	World Literature I & II
	EN	228	Shakespeare: Nine Plays
Language	LF	101-102	Elementary French I & II
	LF	103-104	Intermediate French I & II
	LG	101-102	Elementary German I & II
	LG	103-104	Intermediate German I & II
	LI	101-102	Elementary Italian I & II
	LI	103-104	Intermediate Italian I & II
	LL	101	Introduction to Linguistic Analysis
	LS	101-102	Elementary Spanish I & II
	LS	103-104	Intermediate Spanish I & II
	LS	112-113	Elementary Spanish for Social Services I & II
	LE	101-102	Hispanic American Culture I & II
	LE	106	Introduction to German Culture
	LE	108	Introduction to Italian Culture

3. Appreciation of the Fine Arts (6 hours—any distribution)

Art	FA	106-107	Art Survey I & II
	FA	104	Fundamentals of Art
Music	MU	101	Music Appreciation
	MU	102	Basic Music Theory
	MU	107	Music in America
Drama	EN	104	Introduction to the Theatre

SOCIAL SCIENCE

1. State and Local History (3 hours—required by State Law)

	HI 103	U.S. History and Government
	PL 101	American National Government

2. Social Understanding (9 hours—not more than 6 in one area)

Economics	EC 101	Principles of Macroeconomics
	EC 102	Principles of Microeconomics
Geography	GE 101	Principles of Geography
History	HI 101	Introduction to History
	HI 102	History of Modern Europe
	HI 104	History of Non-Western World
Political Science	PL 101	American National Government
	PL 103	State & Local Government
Psychology	PY 101	General Psychology
Sociology	SO 101	Principles of Sociology

ANALYTICAL SCIENCE 9 hours—with at least one in Natural Science (1) and one in Mathematical Reasoning (2). One lab science required for graduation.

1. Natural Science

Physical Science	PS 101	Physical Science
	PS 103	Earth and Space Science
	PS 104	Geology
	PS 107	Introduction to Chemistry
	PS 109-111	General Chemistry I & II
	PS 113	Introduction to Physics
	PS 115-117	General Physics I & II
	PS 119-121	Physics I & II
	PS 133-134	Astronomy I & II
Geography	GE 102	Physical Geography
Biology	BI 102	Environmental Biology
	BI 104	Biology of Organisms
	BI 106	Inheritance & Development

2. Mathematical Reasoning

Mathematics	MA 101-102	Fundamental Concepts of Mathematics I & II
	MA 103	Pre-Calculus Mathematics
	MA 105-106	Calculus I & II
	MA 108	Elementary Statistics
	MA 109	Finite Mathematics
	MA 110-111	Mathematics for Liberal Arts I & II
	MA 113-114	Mathematics for Science Majors I & II
Logic	PH 103-106	Symbolic Logic I & II

DEPARTMENTAL PROGRAMS

In this catalog, there are separate sections for each department and interdisciplinary major within the College. Departments are listed alphabetically; the interdisciplinary majors, that is, majors without departmental status or departmental staff, follow.

Not every course in the following listing is offered annually. Definite information about course offerings and class hours is available at the time of registration through the Office of the Registrar. Insufficient enrollment or changing conditions may occasionally necessitate the withdrawal of scheduled courses.

Please check with appropriate departments to determine if the courses you seek are being offered and when they are scheduled to be offered. This will be important for you to know as you plan your program of classes for the year, and as you design your four-year program in order to meet degree requirements.

The course numbering system is as follows:
100 - Lower Level Courses
200 - Upper Level Courses (Undergraduate credit only)
300 - Upper Level Courses
400 - Graduate Credit courses only

ART

Chair Arno Maris
Vladimir Brodsky, Patricia Conant, Justin Curry, James Kane, Walter Korzec, Bernard G. McMahon, Ronald Michaud

The fine arts program is designed to help the student achieve his/her ambitions in the visual arts. Its aim is to provide the student with a liberal foundation in the fine arts and prepare him/her for advanced study, career opportunity, or for the field of education. The student will be guided in selecting courses which lead to his/her desired goal. Art faculty members are involved in giving individual attention, direction, and guidance to all students in the fine arts program.

ART MAJOR

During the school year, there will be interviews and screening of students who wish to become art majors and who have been notified by the Admissions Office that they are eligible to be considered. Interviews for applicants will be arranged directly through the Admissions Office.

Students should bring a portfolio of at least 10 works of art with them at the time of the interview. All works should be original. Drawings and prints should be matted. Paintings need not be framed. The art department prefers to view the actual works rather than slides, except when the art works are too large. A variety of media is recommended. Art majors will be available at the time of this visit to serve as guides and to assist prospective students and their parents.

Students within the College who wish to transfer to the art major program should use the same dates as other candidates for acceptance procedures.

Interview and screening days are arranged as follows:

9:00 - 9:25 a.m.	Arrival
9:30 - 10:30 a.m.	Drawing from a Model
10:30 - 11:00 a.m.	Drawing Still Life
11:00 - 11:30 a.m.	Guided Campus Tour
11:30 a.m.	Personal Interviews

REQUIREMENTS FOR ART MAJORS

Required art courses include:

FUNDAMENTALS OF ART (3)
COLOR (3)
ART HISTORY (6)
ANATOMY-DRAWING (3)
DRAWING (6)
PAINTING (12)
POTTERY, SCULPTURE AND PRINTMAKING (12)
(at least three credits in each and six credits in one.)

Art majors must take 45 credits within the Department. They are advised to follow the suggested art program sequence and to finish the general core courses (required of undergraduate students in all majors) before taking electives.

Art majors intending to pursue graduate work are advised to take additional painting and art history courses.

Suggested art program sequence:

First Year
ART APPRECIATION (3)
DRAWING I (3)
FUNDAMENTALS OF ART (3)
COLOR (3)
DRAWING II (3)

Second Year
PAINTING I (3)
POTTERY I (3)
ANATOMY (3)
PAINTING II (3)
SCULPTURE (3)

Third Year
PAINTING III (3)
PRINTING I (3)
ART HISTORY (3)
PAINTING IV (3)
ART ELECTIVE (3)

Fourth Year
ELECTIVES

ART MINOR

To minor in Art, a student must take a minimum of 18 credits. The student should notify the Art Department Chair of his or her choices of an art minor and of his or her area of concentration.

The following are suggested areas of concentration:

Painting Minor

FUNDAMENTALS OF ART	3
DRAWING	3
PAINTING	6
ART ELECTIVE	6
Total	18

Sculpture Minor

FUNDAMENTALS OF ART	3
DRAWING	3
SCULPTURE	6
ART ELECTIVE	6
Total	18

Art/Craft Minor

FUNDAMENTALS OF ART	3
DRAWING	3
ART/CRAFT	3
POTTERY	3
ART ELECTIVE	6
Total	18

Pottery Minor

FUNDAMENTALS OF ART	3
DRAWING	3
POTTERY	6
ART ELECTIVE	6
Total	18

Printing Minor

FUNDAMENTALS OF ART	3
DRAWING	3
PRINTING	6
ART ELECTIVE	6
Total	18

EDUCATION MINOR/CERTIFICATION

Students minoring in Secondary Elementary Art Education are required to take 18 credit hours as stated below. Those interested in certification are advised to take a minimum of six credits of clinical experience (student teaching) in addition to these courses.

Elementary

EDUCATIONAL PSYCHOLOGY
PRINCIPLES OF TEACHING
CHILDREN'S LITERATURE
ART METHODS AND MATERIALS
WORKSHOP IN CRAFTS
ELECTIVE
CLINICAL EXPERIENCE

Secondary

EDUCATIONAL PSYCHOLOGY
EDUCATIONAL PHILOSOPHY IN THE SECONDARY SCHOOL, OR
HISTORICAL FOUNDATIONS OF EDUCATION
ART METHODS AND MATERIALS
PRACTICUM AND INTRODUCTION TO ART EDUCATION CURRICULUM
STRUCTURES AND FUNCTIONS OF THE SECONDARY SCHOOL
ELECTIVE
CLINICAL EXPERIENCE

ART HISTORY COURSES

FA 106 SURVEY OF WESTERN ART I (3) Major representative works of western art and architecture from prehistoric times through the middle ages will be presented from a critical and historical viewpoint. The student will be introduced to the aesthetic and philosophical principals that underlie all art as well as to the relationship between the visual arts and the culture and society which produced them.

FA 107 SURVEY OF WESTERN ART II (3) The study of western art and architecture from the Renaissance to the present will be presented under the same format as Survey of Western Art I.

FA 316 HISTORY OF AMERICAN ART (3) A study of the painting, architecture and practical arts in the United States from the period after colonial times to the present.

FA 317 CLASSICAL ART (3) The chief artistic accomplishments of ancient Greece and Rome. Extensive study into the realm of Greek and architecture, classical sculpture, Roman building and portraiture, as well as the minor arts.

FA 318 FLEMISH ART (3) Study of Netherlandish painting of the 14th through 16th century works of art, from Jean Pucelle to Bruegel.

FA 319 RENAISSANCE ART (3) A study of the major artistic achievements of the Italian Renaissance from Giotto to Michaelangelo with special emphasis on painting and sculpture.

FA 321 CONTEMPORARY ARTISTS AND CONTEMPORARY ART (3) Students will be introduced to the works and ideas of modern contemporary American artists since 1950 with refence to the influence of selected European modern artists, Museum trips are included.

FA 333 EARLY TWENTIETH CENTURY ART (3) A study of modern movements in painting and sculpture from 1900 to 1940 including Fauvism, Cubism, Futurism, and Surrealism.

FA 334 NINETEENTH CENTURY ART IN EUROPE (3) A study of European painting and sculpture from the Romantic-Classical styles of David and Delacroix through the Post-Impressionism of Paul Gauguin.

STUDIO COURSES

FA 104 FUNDAMENTALS OF ART (5 hours — 3 credits) This course will consist of an investigation of the basic elements of art; line, shape, color, texture, form, and space. These will be explained in theory as well as practice. The expressive possibilites of a variety of materials will be explored.

FA 105 THREE DIMENSIONAL DESIGN (5 hours — 3 credits) The organization of three dimensional forms in a variety of media. Problems will include designing packages, toys, games, furniture, and a variety of other three-dimensional forms.

FA 209 COLOR THEORY AND PRACTICE (5 hours — 3 credits) A studio course studying the interaction of color in theory and practice through experimentation with various color media.

FA 103 DRAWING I (5 hours — 3 credits) Study of form and space with special attention to spatial proportional relationships.

FA 301 DRAWING II (5 hours — 3 credits) Drawing with concern for skeletal and muscular structure, the play of light and shade on human form and stylistic techniques. *Prerequisite: Drawing I.*

FA 330 ANATOMY FOR THE ARTIST (3 hours — 3 credits) A study of human anatomy including the bone structure, muscles, and proportions. The course will utilize anatomy charts, the skeleton, and live models. Students of dance and drama, as well as students of the visual arts, will benefit from an in-depth study of human anatomy and from an understanding of the human body in movement.

FA 309 ADVANCED DRAWING (5 hours — 3 credits) A course in Advanced Drawing will develop the students own direction and personal expression. *Prerequisite: Drawing II.*

FA 102 PAINTING I (5 hours — 3 credits) Introduction to oil painting with particular emphasis on gaining information about the material itself (color mixing, canvas preparation, preliminary drawing and general expressive potential of oil as a medium). Considerable study in picture organization, still life and figure composition.

FA 202 PAINTING II (5 hours — 3 credits) Painting in oil and related media with concentration on furthering individual expression through interpretation of still life, figure and landscape. Problems in space, form and light are also studied. *Prerequisite: Painting I.*

FA 203 PAINTING III (5 hours — 3 credits) Introduction to varied techniques such as paper, collage, assemblage and watercolor with individual subject matter selection appropriate to each student. *Prerequisite: Painting II.*

FA 306 PAINTING IV (5 hours — 3 credits) Individual projects will be carried out under supervision and will result in an exhibit of selected works. *Prerequisite: Painting III.*

FA 307 ADVANCED PAINTING I (5 hours — 3 credits) The student is assigned a particular studio area where he will be encouraged to develop, through his paintings, his own interests and individuality. Discontinuance of regular classroom instruction, replaced by periodic consultation and discussion. *Prerequisite: Painting IV.*

FA 308 ADVANCED PAINTING II (5 hours — 3 credits) The same individualization found in Advanced Painting I, with the important addition of a required thesis, in which the student should fully define and elucidate his intentions and directions in the light of his painting. *Prerequisite: Advanced Painting I.*

FA 207 WATERCOLOR PAINTING I (5 hours — 3 credits) The various techniques of watercolor painting will be demonstrated. Studio work will consist of painting with a variety of methods.

FA 302 WATERCOLOR PAINTING II (5 hours — 3 credits) A continuance of Watercolor Painting I, with mixed media including gonache. *Prerequisite: Watercolor Painting I.*

FA 204 POTTERY I (5 hours — 3 credits) An introduction to all phases of creative ceramics, ranging from handbuilt pottery to slab sculpture and mosaics. Emphasis will be on exploration of the many decorative, functional and aesthetic aspects of ceramics.

FA 304 POTTERY II (5 hours — 3 credits) A continuation of Ceramics I with emphasis on wheel thrown pottery and individual investigation and experimentation with glazes. *Prerequisite: Pottery I.*

FA 205 SCULPTURE I (5 hours — 3 credits) This course provides an elementary consideration of sculpture through form and composition and includes studies in clay and plaster. There is some work from the human figure. Techniques include armature constructions, direct building in plaster, and casting into plaster and other materials.

FA 305 SCULPTURE II (5 hours — 3 credits) Continuation of Sculpture I. *Prerequisite: Sculpture I.*

FA 201 PRINTMAKING I (5 hours — 3 credits) The basic techniques in intaglio and relief printmaking will be explored. The intaglio procedures of line etching, aquatint, sugarlift and soft ground will be introduced. Collographs (a multi media technique) and woodcuts (a relief printing process) will also be utilized. Students will create a series of prints in the various techniques and will develop an awareness of the visual and technical aspects of an original print.

FA 303 PRINTMAKING II (5 hours — 3 credits) A studio course which will further explore and develop the techniques of intaglio, relief, stencil and/or planographic printmaking. The emphasis will be on utilizing the various techniques introduced in Printmaking I and developing a deeper understanding of the visual and technical aspects of an original print. The use of color in the media of concentration will be explored. *Prerequisite: Printmaking I.*

FA 314 RELIEF PRINTING (5 hours — 3 credits) A studio course offering various methods of relief printing. The techniques covered in this area will be line-cuts, woodcuts, cardboardcuts, wood engravings and gesso-cuts. The use of more than one color in a relief print will also be explored. The visual and artistic understanding of the above techniques will be emphasized. *Prerequisite: Printmaking I.*

FA 315 SERIGRAPHY (5 hours — 3 credits) A studio course dealing with the stencil printing process of serigraphy (silkscreen). This course will cover the basic processes in serigraphy which are paper, tusche, glue, cut or profilm, and the photographic techniques. The visual and artistic understanding of a serigraph print will also be emphasized. *Prerequisite: Printing I.*

FA 312 INTAGLIO PRINTING (5 hours — 3 credits) This course will explore intaglio techniques not employed in Printmaking I. Engraving, mezzotint, drypoint, photo-intaglio and ink viscosity printing will be some of the areas introduced. Involvement with the intaglio media as a mode of expression will be emphasized. *Prerequisite: Printmaking I.*

FA 313 LITHOGRAPHY (5 hours — 3 credits) A studio course dealing with the planographic techniques of lithography. The various drawing materials used in this medium will include crayon, tusche asphaltum, and the transfer method. The technical aspects of preparing, etching and

printing the stone will be stressed. The visual and artistic understanding of an original print will also be emphasized. Color lithography will be introduced with various methods of registration. *Prerequisite: Printmaking I.*

FA 328 GRAPHIC DESIGN (5 hours — 3 credits) A studio course with emphasis on the integration of design fundamentals into graphic communicative forms. Students will be involved in problem-solving experiences in various advertising media. Specific concentration will be on newspaper and magazine advertisements, brochures, television art forms and package designs. *Prerequisite: Fundamentals of Art, Lettering and Layout.*

FA 206 LETTERING AND LAYOUT (5 hours — 3 credits) Basic type and letter forms will be studied with an emphasis on mechanical lettering. Calligraphy as an expressive use of lettering will also be utilized. Basic layout techniques will be discussed and explored in conjunction with commercial advertising, posters, product labels, and brochures.

FA 329 ILLUSTRATIONS (5 hours — 3 credits) A studio course to introduce the many facets in the illustration field. Students will be involved in various problem solving experiences with concentration on the materials, techniques and reproduction processes used in magazine, book, technical, and film illustration. The techniques of air brush and photography as illustrative media may also be explored. *Prerequisite: Fundamentals of Art, Lettering and Layout.*

FA 332 PHOTOGRAPHY FILM-MAKING WORKSHOP (3) A studio course in exploring the visual experience of still and motion picture photography through a study of its basic aesthetic elements in composition, design and technique.

FA 310 WORKSHOP IN CRAFTS (5 hours — 3 credits) An introduction to a number of crafts and an opportunity to pursue several crafts as chosen. Woodwork, weaving, ceramics, enameling, puppetry, casting, rug designing, fibers and fabrics, basic printing techniques and leatherwork are offered.

FA 311 EXPERIMENTATION IN MEDIA (5 hours — 3 credits) A studio course which will explore possible media and techniques relating to the visual arts. The visual experience will deal with traditional media such as oils, acrylics, and collage as well as conceptual and experimental modes of expression such as lights, sound, film, video tapes and other contemporary art sources. *Prerequisite: Fundamentals of Art.*

ART EDUCATION COURSES

FA 332 PRACTICUM AND INTRODUCTION TO ART EDUCATION CURRICULUM (3) A course in curriculum development at either the elementary or secondary level. It includes visits to area schools for the purpose of observations and art curriculum study.

FA 323 ART EDUCATION PHILOSOPHY (3) An introduction to the history and philosophy of art education.

FA 324 ART METHODS AND MATERIALS (3) The concern of this course is with the methods, principles and materials basic to Art Education. Areas included are: stages of development, goals of Art Education, personal goals for teaching art, lesson planning and organization, and newer media in Art Education.

FA 325 ART IN THE ELEMENTARY SCHOOL K-6 (3) Studio experience with materials related to the art experiences of children. The emphasis will be on giving the prospective teacher a better foundation in understanding and working with art materials and concepts.

FA 326 SEMINAR IN ART EDUCATION (5 hours — 3 credits) The purpose of this course is to give the art teacher or art supervisor an inter-related art background Art History, Art Appreciation, and Art Studio courses will be correlated with Art Education.

FA 331 STUDENT TEACHING (6-12)

FA 399 INDEPENDENT STUDY (3-6) Art History, Studio or Art Education with the approval of the Art Department Chairperson.

BIOLOGY

Chair J. Kenneth Taylor
Frank Bates, Gus Chrisanthopoulos, Arthur E. Driscoll, Joel C. Eberlin, Betty D. Harris, Irving J. Lepow, David A. Lovejoy, Sanat S. Majumder, James W. Phillips

Consistent with the belief that an understanding of biological principles is essential regardless of an individual's goal, the Biology Department offers courses open to all students including non-biology majors. In accordance with the ideals of a liberal arts degree, students who choose to major in Biology will be encouraged to examine the humanities and social sciences as well as the natural sciences. Thus prepared, the student may seek gratification in a number of areas including: education, medicine and public health, environmental protection, agriculture, law, and industry.

For many of these career fields, preparation beyond the Bachelor's Degree is essential. The biology program is, therefore, designed to afford the students exposure to a range of interest areas which could provide a base for future study. It is strongly recommended that the student majoring in Biology take the opportunity to experience course work in chemistry, mathematics and statistics as well as in Biology.

BIOLOGY MAJOR

The Biology Major is required to take a total of 40 credits within the Department, distributed as follows:

A. Introductory Courses 0-8 credits

Depending upon the background of the student, he/she may take up to eight credits of introductory (100 level) courses from the following list:

BI 102-3 ENVIRONMENTAL BIOLOGY
BI 104-5 BIOLOGY OF ORGANISMS
BI 106-7 INHERITANCE AND DEVELOPMENT

Human Biology (BI 113-114) is designed primarily for Physical Education majors and may not be taken for credit in the Biology Major program.

B. Intermediate and Advanced Courses 30 - 38 credits

The upper level biology courses (200 and 300 level) have been placed in four conceptual groups. Each student must select a minimum of one course from at least three of the four groups. At least one 300 level course must be included in the overall major program. The conceptual groups and the courses therein are listed below:

Evolution and Systematics

BI 211-212 BOTANY-HIGHER PLANTS (S) (4)
BI 213-214 BOTANY-LOWER PLANTS (F)* (4)
BI 223-224 MICROBIOLOGY I (F) (4)
BI 227-228 COMPARATIVE VERTEBRATE ANATOMY (S) (4)

BI-230	EVOLUTION (S) (3)
BI 235-236	ORNITHOLOGY (4)
BI 303-304	MICROBIOLOGY II (S) (4)
BI 312-313	MAMMALOGY (F)* (4)

Cell Theory and Theory of the Gene

BI 203-204	INTRODUCTION TO GENETICS (F) (4)
BI 205-206	CELL BIOLOGY (S) (4)
BI 207-208	EMBRYOLOGY (S) (4)
BI 209-210	HISTOLOGY I (F) (4)
BI 307	SELECTED TOPICS IN GENETICS (S) (3)
BI 318-319	HISTOLOGY II (S) (4)

Biological Interaction

BI 201	GENERAL ECOLOGY (F) (3)
BI 202	CONSERVATION (S) (3)
BI 215-216	ECONOMIC BOTANY (F)* (4)
BI 219-220	AQUATIC BIOLOGY (F) (4)
BI 229	THE DRAMA OF MAN AND NATURE (S) (3)
BI 233	ENVIRONMENTAL LEGISLATION (S) (3)
BI 305-306	FIELD ECOLOGY (F)* (3)
BI 316-317	URBAN ECOLOGY (F) (4)

Energy and Metabolism

PS 216	BIOCHEMISTRY (S) (3)
PS 217	BIOCHEMISTRY LAB (S) (1)
BI 221-222	VERTEBRATE PHYSIOLOGY (F) (4)
BI 225-226	RADIOBIOLOGY (S) (4)
BI 231-232	PLANT PHYSIOLOGY (F) (4)
BI 301-302	PLANT GROWTH AND DEVELOPMENT (S) (4)
BI 320-321	ENDOCRINOLOGY (F) (4)

(F) Course normally offered in fall semester
(S) Course normally offered in spring semester
(*) Course normally offered in alternate years

C. Seminar (BI 234) in junior or senior year (1 credit)

ADVISING

It is important for incoming freshmen who are prospective Biology majors to consult with a member of the Biology Department to determine which biology course(s) should be taken in the freshman year. Students who decide to major in Biology will be assigned a faculty advisor in the Department who can provide guidance concerning the major and related work in mathematics, chemistry, physics, secondary education and other areas of interest. Consultation at an early date will ensure the possibility of taking the necessary required courses in a way which keeps various options open for as long as possible.

BIOLOGY MINOR

The Biology Minor is required to take 18 credits in Biology, no more than eight of which can be at the introductory (100) level.

COURSES

Waiver of prerequisites: A student with a strong background may consult with the instructor to request the waiver of any prerequisite for any course.

BI 101 SCIENCE FOR THE ELEMENTARY SCHOOL (3) Direct experience with five modern elementary school science programs — Science Curriculum Improvement Study (SCIS), Elementary Science Study (ESS), Science Conceptually Oriented Program in Elementary Science (COPES), A Process Approach (S-APA), and the Minnesota. Mathematics and Science Teaching Project (MinneMAST) — with emphasis placed on the inquiry approach as well as product, process, and attitude goals. Opportunity is provided to experiment with these programs with both children and peers.

BI 102-103 ENVIRONMENTAL BIOLOGY (3) An introduction to selected ecological principles, and man's interrelations with, and effects upon, the environment.

BI 104-105 BIOLOGY OF ORGANISMS (4) Consideration of the means by which representative plants and animals, including the human, solve problems associated with the maintenance of the individual and the species. Problems include gathering and digestion of food, gas exchange, circulation and regulation of the internal environment, reproduction, hormonal and nervous control, movement, and behavior.

BI 106-107 INHERITANCE AND DEVELOPMENT (4) Introduction to the study of energy transformations, cellular reproduction, inheritance and the gene, and the development of plants and animals.

BI 113-114 HUMAN BIOLOGY (4) Open primarily to majors in physical education. Structure and function of the human body with laboratory experience in mammalian direction and experimental physiology. May not be taken for credit by Biology Majors.

BI 201 GENERAL ECOLOGY (3) Denotes and studies physical and biological interactions and principles involved in functioning ecosystems. Includes measurement of local environmental factors and interpretion of this data. The roles of energy, raw materials, plants and animals in successional community development are stressed. Frequent field experiences and one weekend field trip.

BI 202 CONSERVATION (3) Emphasizes the scientific basis for solving current environmental management problems of energy, soil, land solid wastes, water , air, and wildlife and integrates this with sociological, historical, economic, geographic, and political aspects. Each student gathers information and suggests solutions to a local environmental problem of his choice. Several field experiences and one weekend field trip.

BI 203-204 INTRODUCTION TO GENETICS (4) Emphasizes the Mendelian merchanisms of inheritance, sex inheritance, human heredity, chromosome mapping, and population genetics. Also included are methods for determining genetic probabilities and the analysis of statistical data. Discussions correlate current genetic research with the above, particularly as it relates to prenatal diagnosis of genetic abnormalities and the concept of eugenics in controlling gene frequencies. *Prerequisite: Two semesters of introductory biology or one semester and permission of instructor.*

BI 205-206 CELL BIOLOGY (4) A study of the structure, function, and life history of cells and their components. Consideration of relationships among cell organelles and between cells and their environments. *Prerequisite: Two semesters of introductory biology or one semester and permission of instructor.*

BI 207-208 EMBRYOLOGY (4) A study of vertebrate embryo development, including developmental patterns and the emergence of form and function as an expression of genetic endowment. Special attention is paid to the avian and mammalian morphogenesis. *Prerequisite: One semester of introductory biology.*

BI 209-210 HISTOLOGY I (4) Study of the microscopic structure and function of animal tissues with emphasis upon the mammal. An introduction to the basic principles of microtechnique. *Prerequisite: Two semesters of introductory biology or one semester and permission of instructor.*

BI 211-212 BOTANY-HIGHER PLANTS (4) Describes the course of the evolution of the vascular plants as deduced from their comparative morphology. Emphasis is placed on the adaptive mechanisms which have allowed these plants to spread and diversify on land, and their subsequent importance to man.

Laboratory emphasis on plant anatomy, propagation, nutrient and tissue culture, and plant classification. *Prerequisite: Two semesters of introductory biology or one semester and permission of instructor.*

BI 213-214 BOTANY-LOWER PLANTS (4) Explores the morphology, evolution, and functional activities of the non-seed plants, with emphasis on the Fungi and Algae. Material includes life cycles, and the ecology of these groups as they relate to their roles in maintaining the cyclical relationships between the living and non-living worlds: i.e., food chains, decay, sewage disposal, pollution. Laboratory work includes field trips whenever practical and the collection and examination of living material. *Prerequisite: Two semesters of introductory biology or one semester and permission of instructor.*

BI 215-216 ECONOMIC BOTANY (4) Plants in relation to human welfare. Students will examine how, since the dawn of civilization, man has associated himself with plants as sources of food, fiber, forage, as well as medicines. Special emphasis will be placed on the intrinsic overlap between Ecology and Economy in today's world. *Prerequisite: One semester of introductory biology.*

BI 219-220 AQUATIC BIOLOGY (4) An introductory survey covering the biological chemical, and physical considerations of inland waters with emphasis on the environmental relationships, identification, and natural history of indigenous aquatic organisms. Considerable work is done in the field. *Prerequisite: One semester of introductory biology.*

BI 221-222 VERTEBRATE PHYSIOLOGY (4) Recognition and interpretation of the integration of function in the organ systems of the vertebrate animal in relation to environmental influences. *Prerequisite: Two semesters of introductory biology; two semesters of General Chemistry or permission of instructor.*

BI 223-224 MICROBIOLOGY I (4) Designed to present to students interested in general science the broad considerations of morphology, physiology, and ecology of bacteria, yeasts, and molds. Laboratory work covers methods of sterilization, preparation of culture, media and aseptic handling of pure cultures. Type species of representative groups will be cultured and studied in detail with emphasis placed on their relationship to other groups and to man. *Prerequisite: Two semesters of introductory biology or one semester and permission of instructor.*

BI 225-226 RADIOBIOLOGY (4) The study of principles, mechanisms, and effects of ionizing radiation at the molecular, cellular, organ, organism and community levels. *Prerequisite: One semester of introductory biology, one semester of General Chemistry, one semestery of Physics desirable.*

BI 227-228 COMPARATIVE VERTEBRATE ANATOMY (4) A study of the anatomy and phylogeny of the vertebrates. Lecture topics will include gross anatomy and consideration of evolutionary trends among the vertebrates. Laboratory work will consist primarily of the dissection of representative species. *Prerequisite: One semester of introductory biology.*

BI 229 THE DRAMA OF MAN AND NATURE (3) Designed primarily as an elective for all juniors and seniors who wish to explore newer perspectives with which to examine Man's place in Nature. The discourse will draw from our understanding of physical (cosmic, evolution, energy, entropy) as well as biological (ecology, genetics, evolution) and, eventually, will embrace pertinent questions about Man in the inter-disciplinary context of his current predicament. *Prerequisite: Permission of instructor.*

BI 230 EVOLUTION (3) The origin and development of evolutionary theory, evolutionary patterns of the past, and biogeography. *Prerequisite: One semester of introductory biology, Introduction to Genetics desirable.*

BI 231-232 PLANT PHYSIOLOGY (4) Deals with the fundamental physiological processes vital to plant life. Topics such as water regulation, photosynthesis, respiration, and development will comprise the bulk of the course-content. Special emphasis will be placed on various experimental methods that include use of research equipment and statistical analysis. Each student may be assigned an independent research project at the beginning of the semester. *Prerequisite: Two semesters of introductory biology, one semester of General Chemistry.*

BI 233 ENVIRONMENTAL LEGISLATION (3) A detailed examination of the need for, and biological basis for, the standards established by existing, or proposed, federal and state legislation. The lectures, which will deal with topics such as the National Environment Policy Act and the Water Pollution Control Act, will be supplemented by analysis and discussion of environmental impact statements and court decisions dealing with each of the topics covered. *Prerequisite: One semester of introductory biology and at least one of the following: General Ecology or Conservation or permission of instructor.*

BI 234 BIOLOGY SEMINAR (1) Topics will vary depending on availability of staff and student interest. Primarily for juniors and seniors. *Prerequisite: Permission of instructor.*

BI 235-236 ORNITHOLOGY (4) An intermediate course focusing on the evolution, ecology and distribution, life history and economic importance of the class Aves. Laboratories will emphasize field experience for the identification of local and migratory species, and the study of the anatomy and physiology of birds. Grades will be based upon lectures and laboratory exams. *Prerequisite: One semester of biology or permission of instructor.*

BI 237-238 HUMAN ANATOMY AND PHYSIOLOGY I (3) Utilizes a general approach to the human body with emphasis on structure and function to show ways in which various organ systems interact. The integumentary, sketetal, muscular and nervous systems are dealt with. Course is not for credit toward the biology major. *Prerequisite: One of the following: Introduction to Chemistry, Introduction to Physics, General Chemistry, or Physics I. It is also recommended that a student take Biology of Organisms.*

BI 239-240 HUMAN ANATOMY AND PHYSIOLOGY II (3) Utilizes a general approach to the human body with emphasis on structure and function to show ways in which the various organ systems interact. The respiratory, circulatory, digestive, and endocrine, temperature regulation and fluid balance are dealt with. Course is not for credit toward the biology major. *Prerequisite: Human Anatomy and Physiology I.*

BI 301-302 PLANT GROWTH AND DEVELOPMENT (4) Project-oriented. Specific studies dealing with the physiology of germination, dormancy, growth-retardation, hormonal actions, tissue culture, and propagation will be taken up with corresponding short-term projects. Special considerations will be given to the effects of environmental pollution on plant growth. *Prerequisite: Two biology courses at the intermediate (200) level, one of which must be Plant Physiology or Botany-Higher Plants.*

BI 303-304 MICROBIOLOGY II (4) A continuation of Microbiology I assuming competence in Microbiological procedures and background. The physiology of bacteria, study of bacterial viruses, immunology, antibiotic production, and practical applications of bacteria, yeasts, and molds in soil and food microbiology. *Prerequisite: Microbiology I, Two semesters of General Chemistry.*

BI 305-306 FIELD ECOLOGY (3) An advanced course in ecology with strong emphasis on field studies and related laboratory work. Topics will include techniques in observation, collection, and identification of organisms, and the physical and biological description of natural area. Field trips required. *Prerequisite: One semester of introductory biology, General Ecology.*

BI 307 SELECTED TOPICS IN GENETICS (3) Includes the chemistry of DNA, RNA, and amino acids, regulation of protein and antibody synthesis, the genetic code, the concept of template surfaces, the operon theory and embryology at the modecular level. Builds upon an expands the understanding of Mendelian genetics and emphasizes bacterial and viral genetic research. *Prerequisite: Introduction to Genetics, Two semesters of Organic Chemistry.*

BI 312-313 MAMMALOGY (4) The identification, classification, evolution, ecology, and physiology of mammals with emphasis on New England forms. Laboratory work will include an introduction to the common techniques used in mammalogy, experimentation, and identification of the skins and skulls of the local fauna. *Prerequiste: Two zoology courses at the intermediate (200) level, one of which must be Comparative Vertebrate Anatomy, Vertebrate Physiology, or Evolution.*

BI 316-317 URBAN ECOLOGY (4) An examination of the interactions of humans and their structures (buildings, roads, etc.) and activities with the natural environment in an urban setting. Lecture topics will include urban climates, air pollution, and water supply and disposal. Laboratories will emphasize field experience. *Prerequisites: One semester of introductory biology, General Ecology.*

BI 318-319 HISTOLOGY II (4) Study of the microscopic structure and function of organs with emphasis upon the vertebrates. Laboratory experience will include histological, histochemical, and other appropriate techniques. Reading and discussion of selected papers from scientific journals. *Prerequisites: Histology I, two semesters of General Chemistry.*

BI 320-321 ENDOCRINOLOGY (4) A study of the evolution of hormones and their physiological role in nutrition, osmoregulation, metabolism, and reproduction. *Prerequisites: Two semesters of General Chemistry and one of the following: Comparative Vertebrate Anatomy, Vertebrate Physiology, Embryology, Histology I.*

BI 399 INDEPENDENT STUDIES (1-3 credits per semester) Directed study in biology with the student conducting a library, field, or laboratory research project under supervision of an instructor. A total of six credits may be applied toward the undergraduate degree. *Prerequisite: Permission of instructor.*

CRIMINAL JUSTICE

Chair Victor H. Ascolillo

Kenneth W. Bowser, John J. Jones, L. Michael McCartney, Alida V. Merlo

The Bachelor of Science program in Criminal Justice is a 120 credit-hour program. It is predicated on a Common Core of humanities, social science, mathematics, and physical science. The ultimate goal of the program is to develop among present and future employees of the criminal justice system an increased sensitivity to contemporary American society and an increased awareness of the role of law enforcement, courts, and corrections in the criminal justice system.

The course of study consists of both an extensive overview of the criminal justice system and an intensive examination of each of the major components of the system. The program is designed to service both those students who may elect to enter the criminal justice profession immediately upon graduation and those students who desire to continue their education via graduate studies in Criminal Justice.

REQUIREMENTS

The Criminal Justice program consists of 39 credits. All students must take 21 Criminal Justice credit-hours at Westfield State College. The Introductory Sequence and Research Methods course are required of all students.

TRACKS

The Criminal Justice program is divided into two tracks: Field Experience Track, Electives Track. Each consists of 39 credits.

Field Experience Track

Introductory Sequence (12)

INTRODUCTION TO CRIMINAL JUSTICE
LAW ENFORCEMENT AND SOCIETY
AMERICAN JUDICIAL SYSTEM
INTRODUCTION TO CORRECTIONS

Research/Field Experience Sequence (9)

RESEARCH METHODS IN CRIMINAL JUSTICE
FIELD EXPERIENCE

Criminal Justice Electives (18)

Electives Track

Introductory Sequence (12)

INTRODUCTION TO CRIMINAL JUSTICE
LAW ENFORCEMENT AND SOCIETY
AMERICAN JUDICIAL SYSTEM
INTRODUCTION TO CORRECTIONS

Research Sequence (3)

RESEARCH METHODS IN CRIMINAL JUSTICE

Criminal Justice Electives (24)

The Field Experience Track is designed to provide the pre-service student with an opportunity to work in a criminal justice agency. It must be understood that criminal justice agencies require that a student be sensitive, mature, and stable. Therefore, a careful evaluation of all students, based upon these criteria, will be conducted after the completion of the Introductory Sequence to establish the student's suitability for placement in an agency. At that time the Department will advise each student as to the Track he/she will be expected to follow.

COURSES

CJ 101 INTRODUCTION TO CRIMINAL JUSTICE (3) A survey of the American Criminal Justice System as a socio/political institution. The police, criminal courts, correctional and rehabilitative endeavors will be analyzed within the framework of empirical research development and perspectives of the social sciences. Required of all Freshmen in the Criminal Justice major.

CJ 201 LAW ENFORCEMENT AND SOCIETY (3) The structure and function of law enforcement agencies in contemporary society will be analyzed in their sociological context. Particular emphasis will be placed on the role of the police within the framework of the Criminal Justice System. *Prerequisite: CJ 101*

CJ 202 INTRODUCTION TO CORRECTIONS (3) An in-depth examination of the American Correctional System. Traditional punitive measures will be analyzed in relation to current reintegration alternatives. *Prerequisite: CJ 101*

CJ 203 THEORIES OF SOURCES AND FUNCTIONS OF CRIMINAL LAW (3) Source and function of criminal law. The law relating to various criminal offenses, including crimes against persons and crimes against property. *Prerequisite: CJ 101*

CJ 204 PRINCIPLES OF CRIMINAL INVESTIGATION (3) Science of investigation of crimes, laboratory techniques, interpretation of data, elements of specific crimes. *Prerequisite: CJ 101*

CJ 205 AMERICAN JUDICIAL SYSTEM (3) An examination of the development of law and the American legal system. The problems related to the meaning and uses of law; the organizational hierarchy of the courts; and the role of the courts in the criminal justice system. *Prerequisite: CJ 101*

CJ 301 JUVENILE PROCEDURE (3) An examination of the underlying philosophy of juvenile justice and procedures used to process a juvenile alleged to be delinquent through the juvenile justice system; will focus on the differences between juvenile procedure and adult criminal procedure by examining recent court decisions and statutory law pertaining to juveniles. *Prerequisite: 6 hours of CJ or Permission of instructor.*

CJ 302 CRIMINAL PROCEDURE (3) A study of the administration of justice in the United States. Examines the Constitutional rights and legal protections extended to individuals accused of a crime from suspicion and arrest to the final disposition of the case. *Prerequisite: 6 hours of CJ or Permission of instructor.*

CJ 303 TRENDS AND VOLUMES OF CRIMES (3) The U.S. Department of Justice Index Crimes will be studied along with other crimes, which will be selected on the basis of their contemporary administrative significance and their effect on the criminal justice system in particular. *Prerequisite: 6 hours of CJ or Permission of instructor.*

CJ 304 PREVENTION AND CONTROL (3) An in-depth examination of the criminal justice system and the efforts it has exerted in an attempt to prevent and control criminal behavior. Course will focus on the traditional methods including probation and parole as well as recent trends in crime control and prevention: the utilization of community based treatment programs and attempts by many criminal justice agencies to avoid the processing of individuals through the system. *Prerequisite: 6 hours of CJ or Permission of instructor.*

CJ 305 PRINCIPLES OF EVIDENCE AND PROOF (3) Study of the different types of evidence, relevance, the hear-say rule and its exceptions, impeachment and cross-examination and privileged communications.

CJ 306 CONTEMPORARY PROBLEMS IN CORRECTIONS (3) An intensive analysis of selected problems in institutional and community corrections. *Prerequisite: 6 hours of CJ or Permission of instructor.*

CJ 307 CONTEMPORARY PROBLEMS IN LAW ENFORCEMENT (3) An intensive analysis of selected problems in American law enforcement and police/community relations. A major research paper is required. *Prerequisite: 6 hours of CJ or Permission of instructor.*

CJ 308 RIGHTS OF THE CONVICTED (3) An examination of the legal rights of the individual who has been convicted of a crime. This lecture course will focus specifically on both federal and state laws and court decisions dealing with the legal rights of probationers, confined prisoners, and parolees in the American criminal justice system. *Prerequisite: 6 hours of CJ or Permission of instructor.*

CJ 310 ORGANIZED AND WHITE COLLAR CRIME (3) The methods through which organized crime influences and, in many instances, controls entire communities. Traditional types of crime heavily influenced by organized crime, such as loan sharking and gambling, will be analyzed in an effort to demonstrate the basis of power and wealth of organized crime in the United States. *Prerequisite: Introduction to CJ and, preferably, CJ Administration.*

CJ 311 VICTIMOLOGY (3) Criminal-victim relationships, with emphasis on victim precipitated crimes and compensation to the victims. Consideration is given to: concept and significance of victimology; time, space, sex, age, and occupational factors in criminal-victim relationships; victims of murder, rape, other violent crimes and property crimes; victim typology; the public as victim; restitution and compensation to victims. *Prerequisite: 6 hours of CJ or Permission of instructor.*

CJ 330 CRIMINAL JUSTICE ADMINISTRATION (3) An appraisal of the organization and procedures within criminal justice agencies and consideration of the principles of organization and methods adopted by progressive agencies to insure effective criminal justice service to the community. *Prerequisite: 6 hours of CJ or Permission of instructor.*

CJ 331 RESEARCH METHODS IN CRIMINAL JUSTICE (3) An introduction to scientific methodology as related to criminal justice. Focus on the development of hypotheses, data collection, data analysis and hypothesis verification. Attention is also given to basic statistical techniques appropriate for criminal justice research. *Prerequisite: 6 hours of CJ or Permission of instructor.*

CJ 398 FIELD EXPERIENCE (6) Experience in a publically funded criminal justice agency. Designed to provide students with an opportunity to translate the theoretically oriented classroom experience into practical application. Consists of eight weeks of full-time employment. An internship report is required upon completion of the internship. Limited to pre-service students. *Prerequisite: Permission of instructor.*

ECONOMICS AND BUSINESS ADMINISTRATION

Chair Russell P. Bellico
Coordinator of Business Administration Thomas McFarlin
John Darrow, Norma T. Gyebi, P.I. Mathew and Kathleen P. Pellegrino

The Department of Economics offers major and minor concentrations in Economics, as well as a full range of courses in Business Administration. If an Economics major takes the recommended courses in Business Administration, he or she may graduate with an Economics Major in Business Administration.

Economics 101 and 102 are recommended as electives for the General Core. Students wishing additional training in economics beyond these two courses may take economics courses as electives provided the prerequisites are met.

ECONOMICS MAJOR PROGRAM

The Economics major program, leading to a B.A. degree, is varied in its objectives and flexible in its analytical orientation. The fundamental objective of the program is to facilitate student's insights into regional, national and international economic issues. The program provides students with a sound analytical foundation for graduate study in economics, finance, business administration and related disciplines.

Students interested in financial decision making should consider several business oriented courses such as accounting, corporation finance, financial management and investment analysis. Majors are assigned to a faculty advisor when they enter the program and are required to obtain the advisor's approval on their academic schedules.

REQUIREMENTS

The baccalaureate in economics requires a minimum of thirty economics credits distributed as follows:

Required Courses — 12 credits

EC 101 PRINCIPLES OF MACROECONOMICS
EC 102 PRINCIPLES OF MICROECONOMICS
EC 201 MICROECONOMICS THEORY
EC 202 MACROECONOMICS THEORY

ELECTIVES — 18 credits

Students concentrating in Economics will select courses in Economics. Students concentrating in Business Administration will select electives in that area. These courses must be of the 200 level or higher.

ECONOMICS MINOR

The Economics minor program is intended for non-economics majors who choose to achieve some proficiency in economic analysis. It involves a minimum of eighteen credits in economics.

BUSINESS ADMINISTRATION CONCENTRATION

Students pursuing a degree in Economics with a concentration in Business Administration are required to complete the following Major Core Business courses in addition to the four listed required Economics courses:

ACCOUNTING I & II
INTRODUCTION TO BUSINESS MANAGEMENT
BUSINESS DATA PROCESSING APPLICATIONS I & II
BUSINESS & CONSUMER LAW I
PRODUCTION MANAGEMENT I
MARKETING MANAGEMENT I
FINANCIAL MANAGEMENT I
OFFICE MANAGEMENT & PROCEDURES
LABOR RELATIONS

33 + 12 = 45

Additional Business competency can be developed by taking a number of the following elective Business courses:

COST ACCOUNTING
INTERMEDIATE ACCOUNTING
MANAGERIAL ACCOUNTING
FINANCIAL MANAGEMENT II
PRODUCTION MANAGEMENT II
MARKETING MANAGEMENT II
BUSINESS DATA PROCESSING APPLICATIONS III
EFFECTIVE BUSINESS SUPERVISION
BUSINESS LAW II
SMALL BUSINESS MANAGEMENT
BUSINESS POLICY & STRATEGY

COURSES

ECONOMICS

EC 101 PRINCIPLES OF MACROECOMOMICS (3) An introduction to economic analysis with emphasis on the application of economic principles to an understanding of contemporary problems. Topics to be discussed include: the nature of a market economy; national income, employment and fiscal policy; characteristics of the American monetary and banking system; economic growth and international trade.

EC 102 PRINCIPLES OF MICROECONOMICS (3) Emphasis on the economics of the firm and resource allocation. Topics to be discussed include: the price and output determination under pure competition, pure monopoly, monopolistic competition, and oligopoly; the resource market, general equilibrium analysis; and an evaluation of American capitalism.

EC 201 MICROECONOMIC THEORY (3) An examination of the basic assumptions and methods of analysis employed in microeconomic theory, including demand and its elasticity, production and cost relationships, market structures, distribution theory, general equilibrium and welfare economics. These topics are dynamically integrated through the conventional short-run and long-run equilibrium analysis as applied to the farm and the industry. Lecture, discussion and exercise work. *Prerequisite: EC 102.*

EC 202 MACROECONOMIC THEORY (3) Analysis of the level of national income, employment, price level and the rate of growth in the economic system. Includes analysis of consumption and saving, factors affecting private investment, prosperity and depression, interactions between money and national income, implications for public policy. Lecture, discussion and exercise work. *Prerequisite: EC 101.*

EC 203 MONEY AND BANKING (3) The fundamental principles of money, credit and banking and their exemplification in modern currency and banking history, particularly that of the United States. Special attention is given to current conditions and problems. *Prerequisite: EC 101.*

EC 204 INTRODUCTION TO MATHEMATICAL ECONOMICS (3) A study of the principal mathematical formulations used in economic analysis. Topics to be discussed include: elementary mathematical economics confined to the fields of college algebra and trigonometry; differential and integral calculus and its relation to the concepts of elasticity and production functions; and differential and difference equations and their employment in models of stable competitive equilibrium. *Prerequisites: EC 101 and EC 102. One year of college algebra or permission of instructor.*

EC 212 ECONOMICS OF LABOR (3) An examination of the theory of wage determination and labor markets. Economic basis of collective bargaining, including evaluation of criteria used for wage determination, effects of collective bargaining issues and procedures on the economy. *Prerequiste: EC 102.*

EC 214 ECONOMICS OF INDUSTRIAL ORGANIZATION (3) A study of modern business structure and organization, dealing primarily with the price policies and marketing practices of firms in imperfect markets. The development of public policy in the United States from its common-law origins; federal anti-trust legislation and its judicial interpretation; regulation of business practices through the Federal Trade Commission. *Prerequisite: EC 102.*

EC 215 PUBLIC FINANCE (3) The role of government in attaining an efficient allocation of resources and an equitable distribution of income. Emphasis is placed on criteria for the evaluation and selection of public expenditure and tax programs including the problem of coordinating federal, state and local finance. Special attention is given to current policy issues. *Prerequisites: EC 101 and EC 102.*

EC 216 ECONOMIC HISTORY OF EUROPE (3) A comparative analysis of selected problems in European economic history since 1750. Special emphasis will be given to the processes and repercussions of industrialization, the transformation of agriculture, the shifting role of Europe in the world economy, and the evolution of diverse relationships between state and economy. *Prerequisite: Any 3-credit course in economics.*

EC 217 COMPARATIVE ECONOMIC SYSTEMS (3) A comparative economic analysis of the basic theories underlying capitalism, socialism, communism and the typical variants of these economic systems. The actual systems as they are exemplified by modern American capitalism, British and Swedish socialism and the hybrid systems of India and other developing countries will be evaluated. *Prerequisites: EC 101 and EC 102.*

EC 218 INTERNATIONAL ECONOMICS (3) Analysis of economic relations among various regions and of economic problems that arise from the division of the world into national states. Topics to be discussed include: international trade, the balance of payments and commercial policies with particular reference to the policies of the United States in the world economy, international agreements aiming at trade expansion and the development of underdeveloped areas. *Prerequisites: EC 101 and EC 102.*

EC 219 DEVELOPMENT OF ECONOMIC THOUGHT (3) Analyzes the content and limitations of contemporary economic thought in contrast with earlier theoretical systems. Traces the evolution of systematic economic thinking through the dual influence of internal logical development and the external social and intellectual environment. Central economic issues that are of current significance, such as price formation, distribution of wealth and income, population and international trade, etc., will be analyzed in historical perspective. *Prerequisites: EC 101 and EC 102.*

EC 299 SENIOR RESEARCH SEMINAR (3) Training in the application of economic theory and measurement to specific economic problems of local, national or international significance and in the preparation of research papers. Class discussion of student reports and assigned readings dealing with issues of economic theory and policy. Under faculty guidance, students will select a topic, design a research procedure, and complete an individual or group project. *Prerequisites: Microeconomic Theory and Macroeconomic Theory.*

EC 302 ECONOMIC HISTORY OF THE UNITED STATES (3) A study of the evolution of the American economy from colonial times to the present. Changes in the structure of the economy are related to the rise and fall of organized economic groups, and their impact on economic as well as social and political institutions. The role of government in economic activity is carefully traced in this context. *Prerequisite: Any one 3-credit course in Economics.*

EC 303 ECONOMICS OF DEVELOPMENT (3) Examination and analysis of the major theories of economic development: "surplus labor," capital accumulation, historical and cultural approaches. Investigates principal policy alternatives: foreign trade problems, "choice technique," sectoral balance, education, land reform. Discusses issues in foreign aid and gives a limited number of country studies. *Prerequisite: Any 3-credit course in Economics.*

EC 304 ECONOMICS OF URBAN DEVELOPMENT (3) An introduction to the urban area as an economic unit. Emphasis is on theoretical and institutional explanation of factors determining the level and distribution of income, growth and stability, and the location of economic activity in metropolitan areas. Topics to be discussed include land use policies, housing, urban renewal, transportation, poverty, and efficient provision of goods and services. *Prerequisite: EC 102.*

BUSINESS ADMINISTRATION COURSES

BA 101 INTRODUCTION TO BUSINESS (3) An introduction to the field of Business Administration. The course covers types of businesses, their organizations, and the general functions of financial management, production management and marketing management.

BA 104 PRINCIPLES OF ACCOUNTING I (3) Development of a framework of concepts underlying the preparation of corporate financial statements which are useful to investors, economists, the general public, and other interested external parties. The balance sheet and income statement as conventionally reported by American corporations are studied as to methodology for their preparation, their interpretation, and their strengths and limitations.

BA 105 PRINCIPLES OF ACCOUNTING II (3) Continuation of the emphasis in Principles of Accounting I upon corporate financial reporting to external parties. An introduction to the concepts underlying the preparation of accounting information which is useful to management in the planning and control of business operations.

BA 107 BUSINESS DATA PROCESSING APPLICATIONS I (3) Covers the operation of various types of data processing equipment, the application of the different data processing methods to typical business procedures, and the career opportunities for Business School graduates in the field of data processing. The course is designed to meet the needs of those students who must be familiar with the concepts and applications of data processing as they affect their business careers and those students who will pursue a career specifically in data processing. *Prerequisite: BA 101 Introduction to Business.*

BA 201 LABOR RELATIONS (3) Examines the legal relationship between employer and employee. Uses text reading and case analysis to cover labor legislation, union organizations and practices, unfair labor practices, employment discrimination, and affirmative action programs. *Prerequisite: BA 101 Introduction to Business.*

BA 207 FINANCIAL MANAGEMENT I (3) An analysis of the financial structure of American business with major emphasis on corporate finance. Among the topics to be considered are: promotion, government regulation of security sales, stocks, bonds, and stock market, investment banking, corporate dividend and investment policies, security analysis, working capital, corporate capital structure, government regulation of financial policies and mutual funds. Some attention is given to broad economic problems such as the influence of corporate finance on prices, investment, saving, prosperity and depression. *Prerequisite: BA 107 Business Data Processing Applications I*

BA 210 BUSINESS DATA PROCESSING APPLICATIONS II (3) Examines computer applications to business systems of purchasing and receiving, inventory control, production control, distribution and billing, accounts receivable, accounts payable, and payroll. Material covered also includes basic mathematics for computers and the operation of data processing equipment. *Prerequisite: BA 107 Business Data Processing Applications I.*

BA 220 PRODUCTION MANAGEMENT I (3) Provides students with a working knowledge of manufacturing and purchasing operations. The course covers: manufacturing methods, location and layout, production planning and control, purchasing, inventory control, quality control, labor relations, and general manufacturing management. *Prerequisite: BA 107 Business Data Processing Applications I.*

BA 226 OFFICE MANAGEMENT AND PROCEDURES (3) Examines the administrative procedures necessary to control a business. These include office personnel, equipment, procedures, forms design and control, and business record keeping and reporting. *Prerequisite: BA 107 Business Data Processing Applications I.*

BA 231 MARKETING MANAGEMENT I (3) Surveys the place of marketing in the economy and in the business firm. Examines marketing functions and systems, the factors affecting marketing, and executive marketing actions. Specific areas covered include: consumer behavior, decision making, pricing, channels of distribution, advertising, market research and sales forecasting. *Prerequisite: BA 107 Business Data Processing Applications I.*

BA 241 BUSINESS AND CONSUMER LAW I (3) Develops an understanding of the legal framework in which business operates. Text reading and case analysis will be used to emphasize: contract and agency law, legal forms of business organization and finance, and the principles of employment and property law. *Prerequisite: BA 101 Introduction to Business.*

BA 302 SMALL BUSINESS MANAGEMENT (3) A detailed study of the knowledge required and the factors involved in starting and operating a small business. Cost and money management are emphasized. Other areas covered include: product selection, location and timing, pricing and other marketing techniques, purchasing and inventory control, and the personal factors contributing to success. *Prerequisites: BA 101 Introduction to Business, and any 200 level business course.*

BA 325 BUSINESS POLICY AND STRATEGY (3) Emphasizes management planning and control techniques in solving business problems and in determining strategy for sales and profit growth. An integrated case study approach will be used. The course will illustrate the many factors that influence complex business decisions. *Prerequisites: BA 101 Introduction to Business, and any 200 level business course.*

EDUCATION

Chair Edward A. Townsend
Joseph F. Comerford, Wanda Cook, Bernard J. Fleury, Bruce Gordon, Robert Guilbault, Louise B. Haas, Martin Henley, Barbara Holland, Donald L. Landry, Lawrence W. Latour, Alex S. Mackertich, Dewey McGowen, Linda Nober, Joseph Pappalardo, Robert Saisi, G. Frank Sammis, Murray M. Schwartz, Evelyn S. Shapiro, Joseph J. Tobia, Adelaide Wexler, George E. Worle

Teacher preparatory curricula represent an integration of the various courses or course sequences offered by the departments within the college. For an individual to achieve professional status as a teacher requires the mastery of a a number of interrelated competencies. Each department of the college, therefore, shares responsibility for the development of these competencies.

All Westfield State College teacher education programs at the undergraduate level in elementary, occupational, secondary, and special education teaching are accredited by the New England Association of Schools and Colleges (1970-1980) and by the National Council for the Accreditation of Teacher Education (1977-1987).

Teacher education programs at the undergraduate level in elementary and secondary teaching (Biology, French, General Science, History, Mathematics, Social Studies, and Spanish) have received approval with the Interstate Certification Compact (1978-1983).

The Undergraduate Special Education Program for Teacher of School Age Children with Moderate Special Needs has been designated as an Approved

Audited Program by the Bureau of Teacher Preparation, Certification and Placement, Commonwealth of Massachusetts, Department of Education (1977-1982).

The Westfield State College Department of Education carries primary responsibility for the following:

1. Curriculum for elementary school teachers.
2. Curriculum for teacher in special education.
3. Curriculum for teachers in vocational education, secondary.
4. Sequence of professional courses in Education for secondary school teachers.
5. Laboratory School at Westfield State College.
6. Westfield State College Reading Clinic.

ELEMENTARY EDUCATION

Elementary Education is committed to excellence in the preparation of students so that they can demonstrate excellence in their teaching. Through the major Bachelor of Science in Education program, a student has two years in which to acquire a broad base in the liberal arts areas. During these first two years, the student becomes reacquainted with practical work in the classroom through a teacher-aiding practicum which helps to confirm his/her desire to enter the teaching profession. Concurrently, he/she can begin selecting courses in an area of concentration or in a minor of his/her own interest.

During the last two years of college, students can pursue their professional sequence and can expand their opportunities for a liberal education. They can complete their area of concentration and gradually become involved in a series of theoretical, simulated, and actual experiences preparing them for student teaching and, ultimately, for the completion of their major in elementary education.

The general present Elementary Education program allows a student to take 40 hours in a general core program for all college students at Westfield, 44 hours of electives (18 of which should be taken in any area as a concentration or minor) and 36 hours in the major. Introduction to Teaching I, II, III should be taken during the Freshman and Sophomore years so that the student can become familiar with the elementary school, obtain in-school experience, and reaffirm her/his desire to continue preparation for teaching in the elementary school. (Introduction to Teaching III is optional.)

The student teacher program consists of a full semester of teaching in a classroom during which time no college courses can be taken. Undergraduates completing all the requirements of the Bachelor of Science in Education Degree are recommended by the Department of Education to the certifying officials of the Commonwealth of Massachusetts.

Students may elect to take the second eight-week student teaching experience in an overseas setting.

REQUIREMENTS FOR A BACHELOR OF SCIENCE IN EDUCATION K-6

Total Credits — 120
General Core — 40
Major Core — 36
Electives — 44*

*Electives must include at least 18 hours in an area of concentration or in a minor.

REQUIRED MAJOR COURSES INCLUDE:

INTRODUCTION TO TEACHING (2)
EDUCATIONAL PSYCHOLOGY (3)
MATHEMATICS IN ELEMENTARY SCHOOL (3)
TESTS AND MEASUREMENTS, OR, THE NATURE AND NEEDS OF THE HANDICAPPED CHILD: DIAGNOSIS (3)
PHILOSOPHY OF EDUCATION OR HISTORICAL FOUNDATIONS OF EDUCATION (3)
PRINCIPLES OF TEACHING (4)
TEACHING OF READING (3)
TEACHING LANGUAGE ARTS (3)
STUDENT TEACHING (12)

COURSES

ED 102, 103, 104 INTRODUCTION TO TEACHING I, II, III (1 credit per semester) Assignment to three different school situations provides prospective teachers with an opportunity to interact with individuals and small groups in classroom situations. Students visit with cooperating teachers on a one hour basis for a minimum of three semesters. As a result, students are able to determine whether they wish to enter the teaching field and at what levels they would like to teach.

ED 201 TEST & MEASUREMENTS (3) Underlying mathematical, psychological, and social principles pertaining to evaluation will be examined. Students will apply these principles to standardized and teacher-made tests, both individual and group, verbal and non-verbal, including variations such as criterion-, competency-, and performance-based testing. At all levels, tests will be compared, reported, discussed, and rated — pro and con — as to their value in educational decision-making. A Tests and Measurements Practicum is used whenever possible.

ED 301 PRINCIPLES OF TEACHING K-6 (4) Designed to provide a background for teaching and learning in the elementary school. Demands the use of behavioral objectives and competency in the lesson plan structure, unitary procedure, and in the establishment of learning centers. Included in the course are practica which involve students in observation and demonstration lessons, in micro-teaching experiences, and as aides in assigned classrooms. Research reports, completion of prescribed assignments in modules of work, and written evaluations of classroom experiences are among course requirements. Illustrative materials and experiences focus primarily on learners in kindergarten through grade three. *Prerequisite: PY 102 Educational Psychology.*

ED 303 READING: GRADES K-6 (3) Explores the philosophy and psychology of teaching reading at the K-6 level. It provides opportunities for planning, preparing and teaching different aspects of a reading lesson. Areas covered include readiness, word recognition, word analysis skills, work meaning skills, reading in content areas, comprehensive skills, basal reading, and enrichment. Emphasis is placed on diagnostic teaching and tailoring instruction to the individual. Reading programs currently used in the public school systems are analyzed and evaluated. *Prerequisite: PY 102 Educational Psychology.*

ED 304 READING AND CREATIVE WRITING (3) Designed both to aid the teacher in his/her own understanding of creative expression and to provide better understanding of basic objectives, techniques, and means of fostering creativity within the actual classroom. A wide variety of creative writing experiences will be explored, identified and applied in realistic classroom situations. Creating classroom atmosphere and environment conducive to creativity, and establishing learning centers will also be major goals of this course.

ED 305 METHODS AND MATERIALS IN LANGUAGE ARTS K-6 (3) Concerned with those developmental activities that lead to skills and competencies in oral and written communication. Project and activities focus on the development of skills in speaking, listening, spelling, hand-

writing, grammar and punctuation. Projects also focus on aesthetic activities which include poetry, creative dramatics, creative writing and choral verse. Lesson planning in the above activities and teaching mini lessons are important practical features of this course. *Prerequisite: PY 102 Educational Psychology.*

ED 307 PHILOSOPHY OF EDUCATION (3) Designed to stimulate creative and critical thought concerning the nature and value of education. It examines the kinds of political, moral, epistomological and theological principles which have been used to support various definitions of education, and critically considers implementation based on these definitions.

ED 308 KINDERGARTEN CURRICULUM (3) The problems and principles of modern kindergarten education are identified for students through lectures supported by observations, demonstrations, and assigned aide work in selected classroom settings. Use of developmental and manipulative materials, music and art experiences, work and play periods, and the development of language skills of the young child all will be emphasized in the curriculum content. Reading and number readiness practices will also be studied and evaluated. Units of work in science and social studies related to the world of the five-year old will be prepared as resource units to use as models for the teacher.

ED 309 CHILDREN'S LITERATURE (3) Designed to provide teachers with a background of the major objectives and purposes for children's literature in today's classroom. Major emphasis will be given to a review of various types of children's literature, ways to share literature effectively with children, the use of media to encourage more reading, and to the establishment of library centers within the classroom setting. Areas of specialization such as award winning books, key illustrators, poetry and traditional literature will also be included in this course. Actual experiences in storytelling will also be provided.

ED 310 MULTI-ETHNIC LITERATURE FOR THE CLASSROOM TEACHER (3) Designed to provide the teacher with a better understanding of multi-ethnic groups and their literature. Included for study are the African heritage and black literature in today's world, the American Indian heritage, and the Spanish-speaking heritage — Puerto Rican, Chicano, Mexican-American, and Central and South American. Emphasis will be placed on the multi-ethnic literature of today, as well as on the numerous influences from the past on all forms of children's literature. *Prerequisite: ED 309 Children's Literature*

ED 311 SOCIAL STUDIES IN THE ELEMENTARY SCHOOL (3) Requires students to examine actively the basic principles underlying Social Studies. It requires that students become aware of unifying concepts and generalizations related to the realities of how people live and interact. Examination of traditional and current Social Studies projects is a matter of concern. Concurrently, production of materials and use of procedures promoting apt combinations of cognitive, affective and psychomotor behaviors are expected.

ED 314 INNOVATIONS IN ELEMENTARY EDUCATION (3) A seminar-type course for students who have completed their student teaching. It includes examination and analysis of a variety of elementary school programs in existence today. As a result of their student teaching and on-site observation of individualized instruction, outdoor education, team teaching, open classrooms, learning centers, and multi-age programs, students will design facilities, plan budgets, and develop curriculum for "their" school. *Prerequisite: Student Teaching.*

ED 315 COMPARATIVE EDUCATION (3) Offers descriptive and analytical examination of differing educational systems — both of developed and developing nations — as existing in contemporary world society. The objective is for the student to ultimately achieve deeper understandings of the American education system and the relationship of the system to its culture and tradition.

ED 317 ANALYSIS AND CORRECTION OF READING DISABILITIES (3) Designed to instruct students in the K-6 sequence in the procedures, techniques, and materials used in diagnosing, prescribing, and remediating individual reading disabilities. Instruction in theoretical background is applied in a practicum with disabled readers. *Prerequisite: Reading K-6.*

ED 331 CREATIVE DRAMATICS IN A READING INSTRUCTIONAL PROGRAM (3) Deals with activities related to creative dramatics which can be integrated into literature and reading programs. Competence in using drama and in actual performance is achieved through assignments and projects that focus on creative dramatics, improvisations, role-playing, poetry, choral verse, and the adaptation of basal reader stories into play form.

ED 333 READING CLINIC (3) A practicum designed to give each student an in-depth clinical experience in diagnosing, prescribing, and remediating reading disabilities. Course participants will be required to define and manage a remedial program to ameliorate disabilities discovered through diagnostic procedures. *Prerequisite: Analysis and Correction of Reading Disabilities.*

ED 334 WORD ANALYSIS SKILLS (3) In order to teach independent word attack skills effectively to children, all students must themselves possess a comprehensive background of information, skills and appreciations attendant to those skills. The objective is to have prospective teachers demonstrate, through daily instruction and practice, that they have acquired the background as well as the skills of phonetic and structural analysis.

ED 335 INDIVIDUALIZED INSTRUCTION IN READING (3) Students study and develop techniques for implementing an individualized program in reading for the elementary grades. Included are methods of diagnosing and assessing levels of competency of children, procedures for working in an individualized program and methods of evaluating progress and keeping records. This course examines the values of various approaches to individualized instruction such as programming, performance contracting and media oriented learning centers.

ED 336 STUDENT TEACHING IN THE ELEMENTARY SCHOOL I (K-3) (6) In two different eight-week situations for five hours a day, students teach under the direction of experienced cooperating teachers and under the supervision of college professors. Guidelines for evaluations are identified in the Westfield State College Student Teaching Handbook. Seminars for all student teachers are held with the cooperating teachers and the college supervisor to help students assess their progress, integrate theory and practice and to provide guidance for lessons to be prepared and taught. No course work may be taken during the semester of Student Teaching. Students are placed at their level in preparation. *Prerequisite: The Professional Sequence.*

ED 337 STUDENT TEACHING IN THE ELEMENTARY SCHOOL II (K-3) (6) See description under ED 336. *Prerequisite: The Professional Sequence.*

ED 338 STUDENT TEACHING IN THE ELEMENTARY SCHOOL I (4-6) (6) See description under ED 336. *Prerequisite: The Professional Sequence.*

ED 339 STUDENT TEACHING IN THE ELEMENTARY SCHOOL II (4-6) (6) See description under ED 336. *Prerequisite: The Professional Sequence.*

ED 399 INDEPENDENT STUDY (3-9 total) Elementary Education majors are allowed to receive up to a maximum of nine academic credits, at the rate of three credits per semester, for engaging in independent study. Each study is taken as a part of a student's regular course load only. The student engaged in independent study will select and develop topics in the field of Elementary Education and related fields in cooperation with a professor from Elementary Education.

SPECIAL EDUCATION

The Bachelor of Science in Education Degree is offered in Special Education, which represents a program reflecting preparation in Special Education and General Education (Elementary, Secondary, Special Subject or Support Certificate). This program provides students with the opportunity to receive dual certification upon completion of the total program. Graduates with such certification will be eligible to teach in regular classes in the public school, and to work with handicapped students in a variety of Special Education assignments, encompassing the entire nursery school through grade 12 program. The preparation also enables the student to work in human service areas which are not a part of the public schools.

In 1970, through Chapter 766, the Massachusetts legislature mandated a basic change in the means of providing services for handicapped children. This mandate required that, effective September 1, 1974, handicapped children were to be served noncategorically and within the least restrictive environment. The regulations implementing this mandate clearly indicate the need for

special education teachers to provide services to children with a wide range of needs in more normalized settings. Therefore, the Special Education Program reflects the state mandate by providing experiences which demonstrate the changes that are occurring in the roles of personnel and administrative arrangements.

The Special Educator is trained in: the influence of developmental deviations on growth and learning, speech and language development, observation and measurement techniques, selection, adaptation and development of curriculum materials, task analysis, analysis of behavior and classroom management, assessment of specific learning, behavioral and emotional needs, development and implementation of individualized educational plans, habilitation, emotional disturbance and therapeutic techniques. Competencies in these areas are attained through formal course work and supervised practical experiences.

BACHELOR OF SCIENCE IN EDUCATION — SPECIAL EDUCATION

Total Credits — 120	Major Core — 33
General Core — 40	Electives — 47*

*Students may take second major and electives under advisement.

REQUIRED MAJOR COURSES INCLUDE:

EDUCATION OF EXCEPTIONAL CHILDREN (3)
SPEECH AND LANGUAGE PROBLEMS OF THE SPECIAL NEEDS CHILD (3)
NATURE AND NEEDS OF THE HANDICAPPED CHILD: DIAGNOSIS (3)
CHILD PSYCHOLOGY (3)
METHODS/MATERIALS IN THE EDUCATION OF CHILDREN WITH SPECIAL NEEDS (3)
PRACTICUM IN SPECIAL EDUCATION (3)
CAREER EDUCATION IN SPECIAL EDUCATION, OR GUIDANCE SERVICES IN SPECIAL EDUCATION (3)
INTRODUCTION TO MENTAL RETARDATION, OR INTRODUCTION TO LEARNING DISABILITIES (3)
THE MALADJUSTED CHILD, OR SPECIAL PROGRAM METHODS FOR EMOTIONALLY DISTURBED CHILDREN (3)
STUDENT TEACHING IN SPECIAL EDUCATION (6)

COURSES

ED 170 EDUCATION OF EXCEPTIONAL CHILDREN (3) An introductory course. It is intended as a survey course for both prospective teachers and individuals who will work with a wide variety of children with special needs. It is also intended to serve as an introduction to the special education field.

ED 370 SPEECH AND LANGUAGE PROBLEMS OF THE SPECIAL NEEDS CHILD (3) Normal speech and language expectancies, problems of the special needs child in language acquisition, speech and hearing mechanisms. Speech and language pathologies, their incidence and etiology. Regulations of "766" and "94-142" re speech and language strategies and habilitation of difficulties. *Prerequisite: Education of Exceptional Children.*

ED 371 METHODS AND MATERIALS IN THE EDUCATION OF STUDENTS WITH SPECIAL NEEDS (3) Curriculum resources, methods and materials for children with special needs are developed on the basis of ongoing diagnosis. *Prerequisite: Education of Exceptional Children.*

ED 372 NATURE AND NEEDS OF THE HANDICAPPED CHILD (3) Directed to diagnosing the needs of any child with serious learning problems. Attention is focused on formal and informal diagnostic procedures to assess behavior and achievement in the basic skills of: reading, arithmetic, perceptual-motor (gross and fine), speech and language, writing and personal-social domains. *Prerequisite: Education of Exceptional Children.*

ED 373 PRACTICUM IN SPECIAL EDUCATION (3) Advanced students are offered guided practicum experiences in selected schools, residential institutions, clinics or agencies for application of the theoretical foundations of the diagnostic-prescription approach to teaching pupils with learning differences. Each student is required to prepare an I.E.P. for a special needs pupil. *Prerequisite: Education of Exceptional Children.*

ED 374 CAREER EDUCATION IN SPECIAL EDUCATION (3) Non-academic activities that contribute toward the improvement of self-concept and pre-vocational experiences for exceptional children are examined. The selection of relevant activities will be based upon the assessment of individual needs as well as the content and process of various "careers". *Prerequisite: Education of Exceptional Children.*

ED 375 GUIDANCE SERVICES IN SPECIAL EDUCATION (3) Introduction to the role of the guidance process in Special Education. Emphasis is placed on the adjustment problems of students with handicapping conditions, and their families. Methods and means of assiting handicapped students with personal, educational and vocational problems are studied. *Prerequisite: Education of Exceptional Children.*

ED 376 INTRODUCTION TO MENTAL RETARDATION (3) Mental retardation is seen as a description, not a cause, of an individual's intellectual functioning at a given time. The causes, incidence and severities as well as the diagnosis and guidance of children with these difficulties will be stressed. The effect of retardation on learning and social interaction will be considered. *Prerequisite: Education of Exceptional Children.*

ED 377 INTRODUCTION TO LEARNING DISABILITIES (3) Survey of remedial education, factors associated with underachievement; general principles of diagnosis and remediation; diagnostic instruments and remedial resources. The course serves as an introduction to learning disabilities. *Prerequisite: Education of Exceptional Children.*

ED 378 THE MALADJUSTED CHILD (3) Psychoeducational assessment, identification, choice of intervention and management of children with special needs and behavioral difficulties are main areas of study. The home, school and community are considered in relation to the child's mental health. *Prerequisite: Education of Exceptional Children.*

ED 379 SPECIAL PROGRAM METHODS FOR EMOTIONALLY DISTURBED CHILDREN (3) Programs, methods, curriculum and materials used in the education of the child with emotional or behavioral problems will be evaluated from the viewpoint of selecting appropriate learning experiences according to children's needs. There will also be an examination of school curriculum as an influence on learning and behavior problems. The expanding role of the teacher will be considered. *Prerequisite: Education of Exceptional Children.*

ED 380 THE DISADVANTAGED CHILD (3) Discussion of children from various ethnic, cultural and linguistic backgrounds in terms of their physical, social, emotional, economic, psychological and educational needs. Emphasis placed on casual factors as well as factors affecting successful educational practice. *Prerequisite: Education of Exceptional Children.*

ED 381 SEMINAR: EARLY INTERVENTION FOR YOUNG CHILDREN WITH SPECIAL NEEDS (3) Exploration of intervention strategies and techniques of the developmentally young child with special needs. Attention is focused on five major areas of development: cognition, speech and language, gross motor, perceptual motor and basic social skills. *Prerequisite: Education of Exceptional Children.*

ED 397 OR ED 398 STUDENT TEACHING IN SPECIAL EDUCATION (6) A minimum of 180 clock hours (one eight-week period) of supervised student teaching experience with students having moderate special needs. The student assumes increasing responsibility for classroom instruction and for extra-class activities expected of a teacher working with students with special needs. The student teacher also participates in seminars concerned with his/her teaching experinece. *Prerequisite: Completion of student teaching in a regular classroom for one eight-week period.*

ED 399 INDEPENDENT STUDY (3-9 total) Special Education majors are allowed to receive up to nine academic credits, at the rate of three credits per semester, for engaging in independent study. Such study is taken as a part of a student's regular course load only. The student engaged in independent study will select and develop topics in the field of Special Education and related fields in cooperation with a professor from Special Education.

PY 301 CHILD PSYCHOLOGY (3) The systematic study of the organismic changes in the child from birth to adolescence, and of the importance of maturation, growth and social learning in effecting these changes. Attention is focused on factors in personality and emotional development. *Prerequisite: General Psychology.*

OCCUPATIONAL EDUCATION

In cooperation with the Division of Occupational Education of the State Department of Education, Westfield State College offers a degree program for vocational teachers. This is a Bachelor of Science in Education (Vocational) for teachers of trades in the vocational schools of Massachusetts. All of the students in this program are employed either in their trade area, or in a vocational technical school or comprehensive high school.

Since the students in this program are employed during the day, the entire program is offered on a part-time basis. It should be noted that a degree is not a requirement in the Commonwealth of Massachusetts for teaching a trade in a vocational school.

REQUIREMENTS

Total Credits — 120
General Core — 40
Major Core — 36
Electives — 44

REQUIRED MAJOR COURSES INCLUDE:

FOUNDATIONS OF OCCUPATIONAL EDUCATION (6)
PRINCIPLES AND PRACTICES OF OCCUPATIONAL GUIDANCE (3)
EDUCATIONAL PSYCHOLOGY APPLIED TO OCCUPATIONAL EDUCATION (3)
OCCUPATIONAL AND TRAINING INFORMATION (3)
ORGANIZATION AND ADMINISTRATION OF OCCUPATIONAL GUIDANCE (3)
SUPERVISION AND ADMINISTRATION OF THE VOCATIONAL SCHOOL (3)
APPRAISAL AND EVALUATION TECHNIQUES IN OCCUPATIONAL EDUCATION (3)
LABOR LAWS RELATING TO OCCUPATIONAL EDUCATION (3)
CURRICULUM DEVELOPMENT IN OCCUPATIONAL EDUCATION (3)
INTERPERSONAL RELATIONS AND CONFERENCE LEADERSHIP (3)
PHILOSOPHY OF OCCUPATIONAL EDUCATION (3)

TRADE AND TEACHING EXPERIENCE: 0-20 credits which may be granted by the State of Massachusetts to persons working toward State approval for vocational teaching.

If a student has four years teaching experience in a state-aided day vocational school and a minimum of eighty credits toward the degree, he or she may apply for Trade Experience and Professional Improvement (i.e. workshops, conferences, institutes, etc.) Credit as part of the elective core. If a student does not qualify for such credit, it is recommended that he or she take the following three courses as part of the elective core:

EDUCATIONAL PHILOSOPHY AND THE SECONDARY SCHOOL (3)
METHODS AND MATERIALS IN SECONDARY EDUCATION (3)
CLINICAL EXPERIENCE (STUDENT TEACHING) (6)

COURSES

ED 140 FOUNDATIONS OF OCCUPATIONAL EDUCATION (6) Designed to present topics of necessary concern to classroom teachers. Included are the place and use of behavioral objectives, lesson plans and demonstration lessons. Also covered are methods and techniques of teaching, methods or presenting a trade training program, trade analysis, related work and shop theory, classroom management, and education of students.

ED 141 EDUCATIONAL PSYCHOLOGY APPLIED TO OCCUPATIONAL EDUCATION (3) Organized around major discussion topics with particular reference to their application in the vocational schools. Among the topics considered are: motivation, readiness, climate for learning, level of aspiration, and the various types of learning.

ED 240 OCCUPATIONAL AND TRAINING INFORMATION (3) The study of the history of occupations, work classification, job families and job descriptions, current occupational information and the Dictionary of Occupational Titles.

ED 340 PRINCIPLES OF OCCUPATIONAL EDUCATION (3) Areas to be discussed include methods of teaching, behavioral objectives, development of instructional competencies, unit plans and task analysis. Also covered are techniques of teaching vocational skills in private trade schools, apprentice courses, trade extenion courses and adult education programs.

ED 342 SUPERVISION AND ADMINISTRATION OF VOCATIONAL SCHOOLS (3) Discussion of various aspects of the vocational school program including co-curricular activities, scheduling fiscal procedures, legal responsibilities, public relations, systematic environment, and other areas of relationships and interaction. Emphasis will be placed upon the interdependence of the component parts of modern vocational schools. On-site visits to selected occupational schools, research projects (group and individual), and evening discussion panels with members representing various parts of a school system will be part of the course requirements.

ED 343 APPRAISAL AND EVALUATION TECHNIQUES IN OCCUPATIONAL EDUCATION (3) Appraisal of the development and significance of educational measurements as they relate to the secondary school student. Emphasis on uses and limitations of standardized tests; construction, validation and limitations of classroom tests; analysis, interpretation, and utilization of test results.

ED 344 CURRICULUM DEVELOPMENT IN OCCUPATIONAL EDUCATION (3) Concepts relating to Career Education will be defined. Developmental activities relating to Career Education will be explored in order to enable students to implement curriculum through various areas of concentration. Through an integrated curriculum, learning activities which involve the occupational world and its facilities will be identified.

ED 345 LABOR LAWS RELATING TO OCCUPATIONAL EDUCATION (3) Designed to augment the participants' understanding of the legal environment affecting students. Emphasis will be on laws affecting all teachers as well as on particular aspects of law (Torts, Negligence, National Apprenticeship Rules, Chapter 707, State Legislation, etc.) that relate especially to the participants.

ED 346 PHILOSOPHY OF OCCUPATIONAL EDUCATION (3) This study stimulates creative and critical thought concerning the nature and value of education. The course is designed to examine the kinds of political, moral, epistemological, and theological principles which have been used to support various definitions of education. It will also consider critically the development and implementation of a philosophy of Occupational Education.

ED 347 PRINCIPLES AND PRACTICES OF OCCUPATIONAL GUIDANCE (3) The vocational guidance process in both the elementary and secondary public schools will be studied. Approaches include individual counseling, group guidance and class instruction, the use of standardized tests and interest inventories, and cooperation with families, employers and other agencies. Phrased especially for Vocational Education Students.

ED 348 ORGANIZATION AND ADMINISTRATION OF OCCUPATIONAL GUIDANCE (3) Considers the goals, techniques, and administrative problems involved in organizing and administering a guidance program in a vocational school. The plan of guidance in society in general and in the school in particular will be studied. Problems of physical facilities and cost, and the utilization of community resources and in-service training will be discussed.

ED 349 INTERPERSONAL RELATIONS AND CONFERENCE LEADERSHIP (3) An examination and analysis of interpersonal and group relations. An appraisal of the processes which produce greater self-awareness, heightened sensitivity to others, and improved human relations in classroom practice. Emphasis is placed upon learning to deal with individuals and groups with greater understanding and skill.

ED 354 STUDENT TEACHING (6) Eight weeks of student teaching under the joint supervision of an experienced cooperating teacher and college supervisor. The student assumes increasing responsibility for classroom instruction and for extra-class activities expected of a teacher in his subject field. The student also participates in the seminars concerned with his teaching experience.

ED 399 INDEPENDENT STUDY (3-9 total) Occupational Education majors are allowed to receive up to nine academic credits, at the rate of three credits per semester, for engaging in independent study. Such study is taken as part of a student's regular course load only. The student engaged in independent study will select and develop topics in the field of Occupational Education and related fields in cooperation with the Director of Occupational Education.

SECONDARY EDUCATION

Secondary Education provides students with basic tools for teaching in an academic discipline at the secondary level. Methods and techniques of teaching the individual academic subjects are emphasized in order to help the student become skilled in the communication of the principles and concepts basic to the subject. The program is structured in a way that enables the student to gain exposure to actual classroom situations early in his or her college studies, usually not later than the sophomore year. Thus the student is better able to form a judgment regarding a future career in teaching. With emphasis on content in the academic discipline as a base, and with intense preparation in simulated and actual teaching situations, the student is equipped with the essentials for success in the field.

A student may elect to prepare for teaching at the secondary level in any one (or a combination of) the following major areas: Art, Biology, English, Physical Science, History and Government, Mathematics, Modern Foreign Languages, Music, Physical Education, Psychology, Social Science, and Special Education.

In addition to selecting a certifiable major, students who wish to follow a program that meets certification requirements in the United States and in American schools abroad will take what is termed the professional sequence in Education. Students who successfully complete this sequence are recommended by the Westfield State College Department of Education to the certifying officials of the Commonwealth of Massachusetts.

Secondary Education also offers Community Service Placement. This is an eight-week, six-credit course which provides field work both for students who wish to augment their teacher certification sequence with additional clinical experiences, and for students in any major who wish to take this course as an elective.

Freshmen students who plan to follow the professional sequence in Secondary Education should make an appointment to see the Chairperson, Department of Education, during their first semester of college studies.

COURSE REQUIREMENTS FOR CERTIFICATION AT THE SECONDARY LEVEL: 25 credits

Educational Psychology (3)
Philosophy of Education or Historical Foundation of Education (3)

Teaching & Learning: Secondary School (4)
Student Teaching (6)
Education Electives* (9)

* Structure and Functions of Secondary Schools should be taken as an elective.

Most of the courses in Secondary Education are offered for three credits for an eight-week, double-class schedule. Teaching and Learning: Secondary School is a four-credit interdepartmental course which meets on a 16-week double class schedule during the spring semester. Student Teaching and the Community Service Placement are six-credit, eight-week courses which are offered twice each semester.

It is strongly recommended that students preparing for secondary school certification take Structure and Functions of the Secondary School during the second semester of their freshmen year (or at least by the close of their sophomore year) to acquaint themselves with the roles, responsibilities and authority of the various components of the secondary school system.

To be eligible for student teaching, the candidate must have the recommendation of:

His/her Teaching and Learning Team
His/her Academic Department Chairperson
The Chairperson, Westfield State College Department of Education

Students may elect an eight-week or a 16-week student teaching experience. Students may elect a second eight-week student teaching experience in an overseas setting.

COURSES

ED 155 STRUCTURE AND FUNCTIONS OF THE SECONDARY SCHOOL (3) Discussion of various aspects of the secondary school program including co-curricular activities, scheduling, fiscal procedures, legal responsibilites, public relations, systematic environment, and other areas of relationship and interaction. Emphasis will be placed upon the interdependence of the components of the modern secondary school and the role functions of the secondary school. On-site visits to selected secondary school, research projects (group and individual), and evening panel discussions with members of various school systems will be part of the course requirements.

ED 255 STUDENT EVALUATION IN THE SECONDARY SCHOOL (3) Appraisal of the development and significance of educational measurements as they relate to the secondary school student. Emphasis on uses and limitations of standardized tests; construction, validation and limitations of classroom tests; analysis, interpretation and utilization of test results.

ED 256 CONTEMPORARY ISSUES IN SECONDARY EDUCATION (3) Analysis of major social forces affecting secondary education, including contemporary social, cultural, economic, and political issues. Exploration of various underlying educational policies.

ED 355 EDUCATIONAL PHILOSOPHY AND THE SECONDARY SCHOOL (3) Study of the relationship between philosophic principles and the actual day-to-day practice of education at the secondary level. Discussion of basic philosophical questions; detailed description and analysis of the principal types of philosophical thought; appraisal of the impact of the major philosophies upon new practices as well as long-established procedures in secondary education.

ED 356 TEACHING AND LEARNING: SECONDARY LEVEL (4) Preparation for direct experience at the secondary level. In-depth study of: the value of educational principles viewed empirically, basic needs of secondary school students, determinants of attitude and motivation in relation to the secondary school student's immediate and long-range goals, general and specific teaching methods. Emphasis on flexibility in selection and utilization of teaching methods. Inter-

departmental team teaching to include large groups, small groups, and individualized instruction. The student will be provided with pre-student teaching classroom observation and clinical experience.

ED 357 HISTORICAL FOUNDATIONS OF EDUCATION (3) Discussion of the American school from the colonial era to the present — its ideas, movements, intentions and goals — in the context of other social movements. The course is designed to increase the student's ability both in evaluation of current educational problems and in educational policy making. Emphasis will be placed upon the historical development of the American secondary school and upon meeting the needs of American society.

ED 358 INTERPERSONAL RELATIONS IN THE CLASSROOM (3) Examination and analysis of the theory and practice of interpersonal and group relations. Appraisal of the processes which produce greater awareness of one-self, heightened sensitivity to others, and improved human relations in classroom practice. Emphasis upon learning to deal with individuals and groups with greater understanding and skill.

ED 359 THE MIDDLE SCHOOL (3) An exploration of the ideas which underlie the conception, development, purposes, organization, and curricula of the middle school. Instruction and guidance functions will be considered in relation to the needs and characteristics of young adolescents.

ED 360 COMMUNITY SERVICE PLACEMENT (6) Involves eight-weeks of field work experience in selected area agencies. The work is related to the occupational interests of the student but does *not* lead toward teacher certification. Placement provides an opportunity for the student to apply, test, evaluate and integrate in a responsible professional activity the knowledge, attitudes and skills he/she has learned in the classroom.

ED 361 TEACHING READING IN THE SECONDARY SCHOOL (3) The psychology of the reading process will be presented through application of basic reading concepts at the secondary level. Participants will examine the process of word recognition, word study skills, evaluation within reading, critical reading, and rate and comprehension. Concurrently, students will examine developmental reading programs and will apply procedures and techniques for teaching reading in various subject matter areas.

ED 362 CURRICULUM DEVELOPMENT IN THE SECONDARY SCHOOL (3) Discussion of the issues involved in program development at the secondary level. Analysis of factors which aid or impede curriculum change, including philosophic bases, social-cultural forces, and other values underlying various approaches to curriculum development and revision. Examination to current trends in secondary school curriculum.

ED 363 METHODS AND MATERIALS IN DRIVER EDUCATION (3) Examination of teaching methods and materials used in the instruction of both non-licensed and licensed drivers seeking additional proficiency. Particular emphasis will be placed upon psychological and attitudial problems of driver behavior. The course will include lectures, seminars, individual and group presentations, guest lectures, audio-visual material and on-the-road instruction.

ED 364 INTRODUCTION TO DATA PROCESSING (3) Introduction to the basics of unit record and computer equipment, including both hardware and software used in data processing installations. Included will be an examination of programs used for administrative, instructional, business, and research purposes that require modern data processing equipment. Both old and new data processing techniques, with their associated advantages and disadvantages, will be examined in detail.

Some of the equipment discussed will be available for viewing both on and off campus. Guest speakers will at various times, help provide expertise in areas requiring more specialized technical knowledge and equipment, such as shared time programming. The course will familiarize students with data processing. It is not intended to provide specific skills to be used in the field.

ED 369 STUDENT TEACHING I, II (6 per course) Each course involves eight weeks of student teaching in a selected secondary school under the joint supervision of an experienced cooperating teacher and college supervisors. The student assumes increasing responsibility for classroom instruction and for extra-class activities expected of a teacher within a subject field. The student also participates in seminars concerned with his/her teaching experiences.

ED 399 INDEPENDENT STUDY (3-9 total) Secondary Education minors are allowed to receive up to a maximum of nine academic credits, at the rate of three credits per semester, for engaging in independent study. Such study is taken as a part of a student's regular course load only. The student engaged in independent study will select and develop topics in the field of Secondary Education and related fields in cooperation with a professor from Secondary Education.

COLLEGE READING CLINIC

Director Dr. Donald L. Landry

The Reading Clinic regularly serves three functions. One is to provide diagnostic service, a second is to set up viable remedial programs, and the third is to promote an interest in improving reading instruction at all levels.

To the extent that funds and staff permit, the following functions are part of the promotion of interest in improving reading instruction:

1. Sponsoring seminars and conferences on reading topics
2. Consultant service for school systems
3. Evaluation of reading programs
4. Research directed toward improving reading instruction

COLLEGE LABORATORY SCHOOL

Principal Mr. Thomas McManus

Westfield State College has one laboratory school, Juniper Park, located just west of the main campus. As a laboratory school, Juniper Park serves as a demonstration center for experimental innovations in education and as a model center for pre- and in-service professional teacher preparation. Programs at the school involve master critic teachers on the Juniper Park staff, professors and students from the College, and the students of Juniper Park — youngsters in grades kindergarten through grade five.

Administrators at the College work with school officials of the City of Westfield and of the Commonwealth in a cooperative relationship to provide educational programs at Juniper Park. Westfield State College students may observe, tutor, prepare curriculum units, and have the opportunity to teach in different settings at Juniper Park. The school is also used for observation, participation, and long-term field experiences by such College departments as Art, Music, Physical Education, and Psychology.

ENGLISH

Chair Barbara A. Welch

Edgar C. Alward, Amico J. Barone, George C. Camara, Porter D. H. Cole, George A. Curtin, Abe Delson, Wallace L. Goldstein, Robert R. Lehan, Celeste M. Loughman, Frank E. Mello, Margaret A. Moran, Edward C. Powers, Bette B. Roberts, Frank A. Salvidio, Philip C. Shepardson, Stephen Sossaman.

The English Department offers courses in writing, literature, language, speech, communications, journalism and theatre arts. A major is offered with concentrations in literature, communications, speech — theatre, and second-

ary school teacher preparation. Minors are also available in literature, communication, journalism, theatre arts, and teaching English as a second language.

All students must complete EN 101-102, English Composition I-II. These two courses constitute a unit which students must complete within the first two semesters they are enrolled at Westfield. Any exceptions to this policy must be approved by the Chair of the English Department.

Most of the Department's other courses are open to properly qualified students, regardless of major. Independent study programs may be arranged. The Department sponsors a chapter of the national honor society for students of English, Lambda Iota Tau; a chapter of Alpha Psi Omega (Pi/Psi cast), national honor society for students of drama; and locally, the Westfield State College Theatre Company.

REQUIREMENTS FOR ENGLISH MAJORS

1. English — a minimum of 30 credits.
2. English Composition I - II — 6 credits.
3. Foreign language — 6 credits of any modern foreign language at the intermediate level, or passing a national testing service examination (e.g. CLEP) or one administered by the College's Department of Modern Foreign Languages.

LITERATURE AND/OR SECONDARY SCHOOL TEACHING

The following courses are required of English majors, both freshman and transfer, admitted in September, 1976, or later, if they concentrate in Literature and / or Secondary School Teacher Preparation.

1. EN 211-212, English Literature I-II — 6 credits.
2. One nineteenth-century period course: either EN 332, Romantic Literature; or EN 319, Victorian Literature — 3 credits.
3. EN 317, Shakespeare I — 3 credits.
4. EN 216, Nineteenth-century American Literature — 3 credits.
5. EN 217, Modern American Literature — 3 credits.

Those students preparing to teach in secondary schools must also complete either Structure of Modern English (EN 349) or History of the English Language (EN 348) and Teaching English in Secondary School (EN 351) or its equivalent.

SPEECH AND THEATRE

This concentration serves as preparation for those students who wish to prepare for a career in either professional or educational theatre.

English majors concentrating in Speech and Theatre must complete at least 40 aggregate hours in speech/theatre arts/communications. All students, majors and theatre arts minors alike, must also become members of the Westfield State College Theatre Company and participate in its activities for six semesters.

Courses open to students of speech and theatre:

EN 103 SPEECH
EN 104 INTRODUCTION TO THEATRE
EN 202 DISCUSSION AND PARLIAMENTARY PROCEDURE
EN 250 ORAL INTERPRETATION*
EN 251 THEATRE ARTS*
EN 317 SHAKESPEARE I
EN 318 SHAKESPEARE II
EN 321 IRISH THEATRE
EN 336 CONTEMPORARY TRENDS IN DRAMATIC LITERATURE
EN 352 ACTING I*
EN 353 THEATRE WORKSHOP*
EN 354 VOCAL TECHNIQUES FOR THE STAGE*
EN 355 DIRECTING I*
EN 356 STAGECRAFT & DESIGN
EN 357 ACTING II
EN 359 STAGE MOVEMENT I (1)
EN 360 STAGE MOVEMENT II (1)
EN 361 DEBATE SEMINAR
EN 362 RESEARCH SEMINAR IN SPEECH/THEATRE**
EN 364 AMERICAN DRAMA
EN 365 DRAMATIC CRITICISM
EN 366 DRAMATIC LITERATURE***
EN 367 FILM THEORY & CRITICISM
EN 368 DIRECTING II
EN 369 HISTORY OF THE THEATRE*
EN 370 MODERN DRAMA
EN 371 PLAYWRITING
EN 378 WRITING FOR TELEVISION
EN 380 PRACTICUM IN ENGLISH (3-12 credits)
EN 399 INDEPENDENT STUDY (3-6 credits)

* Required courses, ** EN 371 or EN 380 may be substituted, *** EN 370 may be substituted.

COMMUNICATIONS/JOURNALISM

Those English majors concentrating in communications must complete the following:

1. Literature courses approved by an advisor (15-18).
2. Introduction to General-Semantics, History of the English Language or Structure of Modern English (3).
3. English courses chosen from the following list (15).

EN 347 ADVANCED WRITING TECHNIQUES
EN 367 FILM THEORY AND CRITICISM
EN 375 HISTORY AND DEVELOPMENT OF MOTION PICTURES
EN 250 ORAL INTERPRETATION OF LITERATURE
EN 380 PRACTICUM IN ENGLISH
EN 395 SPEAKING ON RADIO AND TELEVISION
EN 103 SPEECH
EN 378 WRITING FOR TELEVISION
EN 381 TELEVISION DRAMA

The English Department also offers a minor in Journalism for all students, regardless of their major discipline.

To fulfill the requirements for a Journalism minor, students are required to complete the General Core (with a grade average of C+ or better in English 101 and 102) plus 18 credits in selected English courses. They must also join

the staff of *The Owl* — the student newspaper — and participate in its activities for at least four semesters.

The 18 credits must be selected from the following list.

JOURNALISM I*
JOURNALISM II
NEWS EDITING
FEATURE WRITING
WRITING FOR TELEVISION
SPEAKING ON RADIO & TELEVISION
NEWS MEDIA SEMINAR**
PRACTICUM IN ENGLISH**

* Must be completed by all students minoring in Journalism
** May be taken only in the Senior Year

Students who successfully complete the requirements will have placed in their personnel file a letter, signed by the chairperson of the English Department and attesting to their successful completion of the minor.

PRACTICUM IN ENGLISH

Of special interest to English majors is the Practicum in English (EN 380). Through the Practicum, students can earn college credit for a full-time off-campus work experience. Such experiences are often the beginning of lifetime vocational decisions. The practicum is particularly useful to English majors seeking career alternatives to teaching.

COURSES

EN 100 LEARNING ENGLISH AS A SECOND LANGUAGE (0) Designed to teach English language skills to students whose native language is not English. A thorough study is made of the American English sound system, sentence patterns, vocabulary, transforms, and modification. In addition, students will have an opportunity to study American culture through language habits.

EN 101 & 102 ENGLISH COMPOSITION I & II (6) An intensive course in writing. In the Fall semester fundamentals of writing are stressed, including rhetoric, syntax, sentence structure, paragraph development and the writing of complete themes. An introduction to literature comes in the Spring semester during which the various types of fiction, drama and poetry are studied. Emphasis is on writing themes taken from literature. The research paper is also studied. Successful completion of this course is a prerequisite for all other English courses offered.

EN 103 SPEECH (3) A course that gives students an opportunity to practice the fundamental principles of oral communication. It includes experience in organizing and delivering various kinds of talks, participating in group and panel discussions, and evaluating speech habits. Voice quality, articulation and pronunciation are studied.

EN 104 INTRODUCTION TO THE THEATRE (3) This course will acquaint interested students with the origins and nature of drama, dramatic literature and, in general, with major historical periods of Western theatre. Moreover, the theory and practice of the theatre arts of playwriting, acting, directing, set and lighting design, theatre architecture, costuming and makeup, technical production and theatre management will be studied and considered in the light of their creative and cultural impact on playgoers and playreaders, past and present.

EN 201 TUTORING IN ENGLISH LANGUAGE SKILLS (3 transcript credits) Tutoring other Westfield students in fundamentals of writing and reading English, including grammar, usage, organization of written work, and research methods. Regular seminar with other tutors and the instructor on the selection and use of materials, diagnosis of skill needed, and the dynamics of peer tutoring.

EN 202 DISCUSSION AND PARLIAMENTARY PROCEDURE (3) A study of the different kinds of discussions and their purposes, and the technicalities and purposes of parliamentary law. Students will participate in all kinds of discussion groups and will engage in parliamentary debate as participants and leaders.

EN 203 ENGLISH FOR BUSINESS USE (3) The course is designed to teach effective writing techniques for specific application to business and to give students experience in the preparation of a variety of business letters and reports. The form, structure, and content of business communications will be covered, with emphasis on the use of clear, concise, accurate language free of jargon.

EN 211 ENGLISH LITERATURE I (3) Reading and discussion of representative major works and selections in English Literature from *Beowulf* to the conclusion of the Elizabethan period (c. 1603), including Shakespeare and Donne. The chronological development of English literature will be stressed. This course is required of all English majors except those in Speech and Theatre.

EN 212 ENGLISH LITERATURE II (3) Reading and discussion of representative major works and selections in English literature from the beginning of the 17th century through the era of the pre-Romantics. This course is required of all English majors except those in Speech and Theatre.

EN 213 MAJOR BRITISH WRITERS (3) Designed for non-English majors, the course consists of a study of the most prominent writers of English literature through representative selections.

EN 215 MAJOR AMERICAN WRITERS (3) Designed for non-English majors, the course consists of a study of the most prominent writers of American literature through representative selections.

EN 216 19TH CENTURY AMERICAN LITERATURE (3) The course surveys the major figures of the century from Poe to James. Attention is directed toward the cultural and historical context of our literature. This course is required of all English majors except those in Speech and Theatre.

EN 217 MODERN AMERICAN LITERATURE (3) This course is a study of 20th century American literature in the light of significant social and literary trends. Featured are major authors from Dreiser through O'Neill to Hemingway. This course is required of all English majors except those in Speech and Theatre.

EN 221 WORLD LITERATURE I (3) A comparative study of literature in the Western world presented through lectures and the reading and discussion of masterpieces in translation. Included are such works as *The Aeneid*, *The Divine Comedy*, Greek dramas and selected works of Plato, Homer, Cervantes, and others.

EN 222 WORLD LITERATURE II (3) A continuation of 221 featuring outstanding works in translation. Representative writers included may be Rousseau, Goethe, Balzac, Flaubert, Dostoevsky, Rimbauld, Gide, and others.

EN 223 THE BIBLE AS LITERATURE (3) An examination of the Bible's legends, folk tales, songs, and historical narratives in relation to classical mythology as seminal ideas and themes in English literature.

EN 224 BLACK AMERICAN LITERATURE (3) Critical study of the Black in American Literature from two vantage points. The new image of the Black in the works of major American writers, and the image of the Black and of Americans in work created by American Black writers.

EN 225 THE SHORT STORY (3) Extensive readings of short stories of various periods representing different countries. Special attention is given to the theme and form of each story.

EN 226 LITERATURE BY AND ABOUT WOMEN (3) A consideration of literary works (in different genres and from different eras) which include stereotyped images of women. The course will examine writings by both male and female authors in an attempt to compare or contrast disparate visions of the woman in life roles.

EN 227 CONTEMPORARY LITERATURE (3) A study of various types of literature of the 20th century and the influence of the period on such literature. Plays, different forms of fiction, and poetry are read and discussed.

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NINE PLAYS (3) Designed for students who are not majoring in 's a basic knowledge of Shakespeare's dramatic forms, poetry, char- od, and insight into human nature. No student may receive credit eived for either EN 317 (Shakespeare I) or EN 318 (Shakespeare II).

ETATION (3) This course will be geared towards aiding those stu- sting, acting, or teaching careers. In an informal group setting, the ightening and sharing of his/her sensitivities in relation to a wide including drama, children's literature, documentaries, fiction, editor- the same time, the course will concentrate on using and developing is the vehicle to communicate the student's sensitivities and interpre-

(3) A course designed to give the student a better understanding of nedium of culture. Students will beome acquainted with lighting for design, and make-up. As a part of the course, students will have an and experience in working in play productions by participating in

CTICE (1 transcript credit) Designed specifically for those students major production of the semester, non-theatre minors included. As participating in costume, scenic design or lighting, their work will be f the production. All English majors with a concentration in speech/ e expected to register for theatre practice for at least six semesters.

RAL COMMUNICATIONS (3) An opportunity for students inter- ork to acquire special training in group leadership, debating, oratory

N TO GENERAL SEMANTICS (3) A study of the meaning in lan- the basic relationships between language and the human beings who it. Special attention is given to critical concepts (e.g., syntactics, se- gmatics) and devices such as generalization, inference, indexing, ab- d orientations, etc. In short, fundamental aspects of communication.

OVEL (3) A study of the development of the novel as a genre, its lit- nship to society. Readings begin with 18th-century novelists such as: g, Smollett, and Sterne and continue with 19th-century representa- rge Eliot, Hardy, and Conrad.

LISH LITERATURE (3) A study of the outstanding English literature d 15th centuries (excluding Chaucer). Poems, dramas, sermons, and died in the perspective of literary and historical traditions.

study of the man and his works including *Paradise Lost* and selected

Y ENGLISH LITERATURE (3) Literature of this period from Donne vell and Dryden.

I (3) A study of the tragedies and early comedies of Shakespeare in- of his sources, his use of Elizabethan ideas, and his theatre.

II (3) A study of the historical plays and later comedies.

TERATURE (3) A study of literary responses to the impact of indus- rnisms upon England's society and culture between 1830 and 1900. , Ruskin, Newman, Mill, Tennyson, Browning, Arnold, Dickens,

Readings will include *The Canterbury Tales* and other selected works, Middle English as is necessary for an understanding of the texts.

E (3) A course in the development of modern Irish theatre from its 20th century to the present. The plays and artistic credos of Yeats, ge, O'Casey and Behan will be studies for the course in addition to the er important Irish dramatists.

EN 323 THE AMERICAN NOVEL (3) Students will read at least one major work of fiction of a selected group of American novelists beginning with those of the mid-19th-century and including others to the present day. Readings will be both intensive and extensive.

EN 324 MODERN POLITICAL NOVEL (3) A study of the development, in English and American literature since 1865, of the novel as a medium for discussing and influencing political theories and movements. Elements such as propaganda, sentimentality, and oversimplification of issues will be stressed. Authors to be considered include Dickens, Disraeli, George Eliot, H. G. Wells, Henry Adams, de Forrest, Twain, Drury, O'Connor, and Robert Penn Warren. *Prerequisites: EN 101-102 and consent of the instructor.*

EN 325 AMERICAN FICTION: THE ROMANTIC & THE GOTHIC (3) This course will survey 19th and 20th century American works which explore unusual experiences and heightened states of consciousness; and show a fascination with the mysterious, the magical, and the melodramatic. Writers to be considered include Charles Brockden Brown, Poe, Hawthorne, Melville, James, Lovecraft, Faulkner, Flannery, O'Connor, and Vonnegut. *Prerequisties: EN 215, 216, or 217.*

EN 327 LIFE AND LITERATURE IN AMERICA (3) To acquaint the student with the broad background of American cultural life and thought between the two World Wars. The major focus is on literature, the student will study selected poetry, drama and fiction of the period. Other departments, however, will provide lectures offering relevant material in the development of art, economics, music, sociology and other selected subjects.

EN 332 ROMANTIC LITERATURE (3) A study of the prose and poetry of the major writers of the Romantic Age. The course satisfies the period requirement for English majors.

EN 333 REPRESENTATIVE EUROPEAN NOVELISTS (3) To acquaint advanced students of literature with novelistic approaches to modern European literature, placing special emphasis on the representative writings of such significant authors as Joyce, Mann, Kafka, Camus, Gide and others. Study will include structural and stylistic analyses.

EN 336 CONTEMPORARY TRENDS IN DRAMATIC LITERATURE (3) To acquaint the student with theatrical trends in Europe and America and features outstanding playwrights who have been influenced by the works of Artland and Brecht, Grotowski and the surrealists, as well as modern writers of dramatic theory. A study of play form and techniques will also be emphasized. *Prerequisites: EN 366 or EN 370.*

EN 337 EUROPE AND WESTERN LITERATURE (FIELD STUDY) (3) A course designed to make the best use of firsthand experiences of the cultural legacy of Western Europe (performing arts, museums, historical sites, etc.) as a means of gaining further insight into the values, meanings, and styles of major literary works in Western literature. Students will combine a two-three-week period of organized and supervised travel in Europe with subsequent attendance at seminars and development of papers to articulate their newly acquired understanding of their readings of particular literary works.

EN 338 HIGH SCHOOL LITERATURE AND THE ADOLESCENT (3) A detailed examination of the teaching of literature in the junior and senior high school, with emphasis on literature written expressly for adolescents. Attention will also be given to related matters: (1) the objectives and functions of literature study interspersed and in the entire school program; (2) a pedagogical approach to major genres; (3) new approaches to literature study; (4) methods of teaching reading. In short, this course ought to aid teachers who wish to improve the way they teach literature to their students.

EN 339 LITERATURE OF THE 18TH CENTURY (3) Students will study Dryden, Johnson, Pope, Swift and other major writers of the century.

EN 341 SEMINAR IN MAJOR BRITISH AND AMERICAN AUTHORS (3) A study of significant works by major literary figures. Each seminar will feature the works of one or two literary figures. The names of the figures will be announced in advance of the seminar and will be included in the course title.

EN 342 RESEARCH SEMINAR IN ENGLISH (6) Advanced work in English which will include guided individual study of an approved topic, and the reading of a prescribed list of books drawn from English and American literature. Members of the department will assist those students whose special interests coincide with the specialized area of the instructors. Students must have the approval of the department chair to take this course.

EN 344 STUDIES IN SATIRE (3) This course is a study of the development of English satire to the present, examining its gradual and skillful integration of three basic elements: invotive, burlesque, and irony. To avoid simplistic judgments, the course will include readings in both theory and practice.

EN 346 CREATIVE WRITING (3) A course for qualified students interested in identifying and developing their special writing abilities. The techniques of writing fiction, drama, and verse will be studied.

EN 347 ADVANCED WRITING TECHNIQUES (3) A course designed to develop formal writing ability on scholarly topics. Intensive library research will precede all writings. The goal of the course is to provide students with the research and writing skills necessary in the preparation of papers of publishable quality. Non-English majors will be encouraged to select subjects related to their major fields of study.

EN 348 HISTORY OF THE ENGLISH LANGUAGE (3) A study of the development of English from its Indo-European origins to the present day, including an historical survey of changes in structure, sounds, and meaning.

EN 349 THE STRUCTURE OF MODERN ENGLISH (3) A study of the origin and development of the English language with emphasis on its present structure and usage. Required of all English majors interested in becoming secondary school teachers.

EN 350 TEACHING ENGLISH AS A SECOND LANGUAGE (3) A course designed to acquaint the prospective teacher with the language theories and methods of teaching English to students whose native tongue is not English. A study is made of the various approaches to second language teaching — behavioral and cognitive — and the effectiveness of the use of linguistics and transformational grammar. Readings include material on minority cultures, sociolinguistics, phonology, and bilingualism.

EN 351 TEACHING ENGLISH IN THE SECONDARY SCHOOL (3) Information and philosophy about teaching English to prepare the teacher to assess his/her teaching and maintain quality instruction. Includes modern approaches to literary significance, varieties of usage, new approaches to the study of grammar, handling of written work, contribution of semantics, study of textbooks, observation of superior instruction, survey of professional organizations.

EN 352 ACTING I (3) An introductory course in the art and craft of the actor; designed to make the student aware of personal outer and inner resources and to provide the student with work-habits and tools which will help him/her to approach the actor's task with understanding. *Prerequisite: EN 225.*

EN 353 THEATRE WORKSHOP (6) A six-credit course consisting of theory and practice as well as seminars in acting, directing and theatre arts. In addition, participants will perform in six one-act plays, each of which will be staged at the college theatre.

EN 354 VOCAL TECHNIQUES FOR THE STAGE (3) Fundamentals of learning effective vocal production for the theatre, with special emphasis in areas of interpretation and character analysis, clarity and quality of voice for performance. *Prerequisite: EN 225.*

EN 355 DIRECTING I (3) A course in the process of play direction. Styles and techniques in directing will be emphasized with practice in the staging of scenes from representational plays. *Prerequisite: EN 225 and EN 352.*

EN 356 STAGECRAFT AND DESIGN (3) This course will consist of a study of the visual elements of theatre, the theories of stage design color and line, and the building and painting of scenery. Consideration will also be given problems of lighting and make-up and their relationship to play production. An extension of Theatre Arts, but dealing more with theory. *Prerequisite: EN 225.*

EN 357 ACTING II (3) Working on a role. The creation of simple reality through listening, talking, body and voice control, and character justification as applied to actual texts; breakdown of the inner action and visual score of the role, including exercises and experiments in imagery and rhythm; scenes and one-act plays will be presented in class with class analysis and criticism as learning reinforcement. *Prerequisite: EN 352.*

EN 359 STAGE MOVEMENT I (1) A study in modern dance techniques and how they apply to the actor. Exploration of the media of the body, including use of rhythm, dynamics, space, design, gesture, improvisation, and character delineation.

EN 360 STAGE MOVEMENT II (1) Continuation of Stage Movement I. More advanced techniques will be explored and further work will be undertaken in improvisation, introduction to kinetic pantomime, and usage of the spoken word, together with dance and movement, will also be included. *Prerequisite: EN 359.*

EN 361 DEBATE SEMINAR (3) Advanced research in debating. Principles of argumentation and debate, including analysis, briefing, and evidence will be explored. Practice and actual debate will also be included. *Prerequisite: Discussion and Parliamentary Procedures.*

EN 362 RESEARCH SEMINAR IN SPEECH AND THEATRE (3) Advanced research in Speech and Theatre, and mass communications, which will include guided individual study of an approved topic of research in speech, theatre and mass communications. Members of the department will assist and guide those students whose special interests coincide with the specialized areas of the instructors. Students majoring in Speech and Theatre will be required to take this course. *Prerequisite: departmental approval.*

EN 364 AMERICAN DRAMA (3) Emphasis on the development of the dramatic form in America. Plays that are read and discussed demonstrate that there is a native American dramatic tradition and that experimentation is one of its characteristics. The plays also reflect significant developments in and through culture.

EN 365 DRAMATIC CRITICISM (3) A study of historic and present day criticism of plays and movements in theatre. Attention will be given to theories of drama and playwriting. *Prerequisite: EN 366.*

EN 366 DRAMATIC LITERATURE (3) A critical evaluation of representative plays of the important periods of theatre, including outstanding plays of Greece, Italy, Germany, Sweden, Spain, Russia, England and the United States. An attempt is made to understand in-depth the influence of the times upon the plays and authors studied. *Prerequisite: EN 369.*

EN 367 FILM THEORY & CRITICISM (3) A study of the basic theories of film communication, various film modes and structure. A development of basis for evaluation of films according to communicative and aesthetic values will be a primary aim.

EN 368 DIRECTING II (3) Function of the director as interpreter, organizer, teacher, stage manager in relation to the overall production; problems of involved physical staging, based on analysis of ground plan, interpretation, and craft procedures; relationship of the director to the set, lighting, and costume designers; special emphasis on creative interrelationship between the actor and director, as related to the interpretation and acting out of a play. Students will be required to direct at least a one-act play. Scenes and laboratory work with class analysis and criticism will be included. *Prerequisite: EN 355.*

EN 369 HISTORY OF THE THEATRE (3) An introductory course concerned with the historical development of the theatre. It will consist of a survey of the origins of Western theatre from Greece to the present time.

EN 370 MODERN DRAMA (3) Plays, beginning with those of Ibsen, and ending with contemporary playwrights, will be read and discussed. The modern plays will be compared with those of other periods. The development of various approaches and techniques used by playwrights will also be studied.

EN 371 PLAYWRITING (3) The techniques of the craft of playwriting. Students will have an opportunity to write one of the basic types of plays: a children's play, pageant, one-act or three-act. Individual conferences will supplement the class discussion and analysis of student writing.

EN 374 JOURNALISM I (3) An introduction to the technique of writing news stories, feature articles, and editorials, in addition to a study of journalistic standards. Also included will be news editing, headline writing, copy editing, judging the news, and the editor and the law. Media covered will include newspapers, news magazines, television and radio news.

EN 375 JOURNALISM II (3) Training in the writing of background stories, situation stories, columns, news analysis, investigative techniques, and the art and craft of making news understandable. *Prerequisite: EN 374.*

EN 376 MODERN BRITISH AND AMERICAN POETRY (3) Reading and discussion of the foremost English and American poets from Hardy and Housman to such contemporary writers as Eberhart, Spender and Lowell. Special attention is given to the experimental forms and the modern thought of the poetry.

EN 377 FEATURE WRITING (3) Preparation of articles aimed at periodical markets. Analysis of markets. Designed to show the student not only how to write for publication, but also how to market material written for the non-fiction field. *Prerequisite: permission of instructor.*

EN 378 WRITING FOR TELEVISION (3) This course will show the student how to write for various aspects of this medium including creative public service announcements, educational documentaries, newscasts, promotional material, and copywriting in general. Students will write their own scripts utilizing actual professional script models. At least one field trip will be made to a professional studio.

EN 379 NEWS MEDIA SEMINAR: CONCEPTS AND ISSUES (3) A seminar in which participants will conduct an analysis of American mass communications, specifically an examination of the development of news media and an evaluation of its control. Various components of the news media (wires, syndicates, networks, newspapers, magazines and books, radio and television) will also be evaluated as will their news coverage of such areas of public interest as government, violence and crime, national security and war, minorities and women, and specialized news. *Prerequisites: Journalism II and consent of the instructor.*

EN 380 PRACTICUM IN ENGLISH (3-12) A practical work-study program for English majors who want to gain real experience in on-the-job training such as television, radio, report writing, news writing, insurance underwriting, speech therapy, linguistic research, education, editing, public relations, and advertising. Students will participate for a stipulated period under professional supervision and will be periodically observed by college faculty. For 4 weeks (full-time), or its equivalent, 3 credits shall be awarded; for 8 weeks (full-time) or its equivalent, 6 credits shall be awarded; for 12 weeks (full-time) or its equivalent, 9 credits shall be awarded; for a semester (full-time) 12 credits shall be awarded.

EN 381 TELEVISION DRAMA (3) Because television actually has its own unique drama form and technique in contrast to those plays written for the theatre, this course will examine the various differences and the specific challenges for the television playwright. The student will study some of television's most critically acclaimed plays from the 1950's to the present. Included will be the works of such television dramatists as Paddy Chayefsky, Reginald Rose, Rod Sterling, Robert Crean, Ronald Ribman, Stanley Gray, and Loring Mandel. The original television scripts will be studied from teleplay anthologies now available in paperback. *Prerequisites: six credits of literature courses.*

EN 386 NEW PERSPECTIVES IN STUDYING MODERN ENGLISH (3) A comparison of traditional and modern grammar designed to illustrate the effectiveness of the modern approach. Writings on the latest dictionaries, changes in word meanings, and controversies about grammar will be read and discussed.

EN 387 WORLD DRAMA (3) This course deals mainly with discussion, interpretation and critical evaluation of selective texts from the world's drama (from the Greeks to the present) emphasizing genres and periods. Consideration will also be given to the ideas, structures, styles, and techniques of dramatic literature.

EN 393 HISTORY AND DEVELOPMENT OF MOTION PICTURES (3) A study of the evolution of the motion picture as an international art form and social force. Students will make an analysis of form, technique and impact of film. A selected screening of representative film styles and content will be made.

EN 394 NEWS EDITING (3) News selection, preparation and display. Editing to save space, to make the news meaningful, judging the news headline writing, the editor and the law. *Prerequisite: EN 374.*

EN 395 SPEAKING ON RADIO AND TELEVISION (3) This course will be directed toward those students interested in broadcasting careers or in heightening their awareness of the extensive contrasting oral approaches used in both media. Utilizing actual in-studio environs, individual instruction, and classroom involvement, the course will expose the student to all the varying speaking situations and the expertise needed. Some of the key areas to be covered will be general radio and television announcing and the differences between the two, interviewing style and techniques, narration, panel discussions, talk programs, newscasting and sportscasting.

EN 399 INDEPENDENT STUDY (3-6) Independent work in a field of special interest in either literature or language not covered by our regular course offerings. The student will be assigned a faculty member qualified to supervise the independent study project. The student must apply to the department chairperson at least one semester in advance of the one during which he/she engages in the study and the project must be approved by the Department Curriculum Committee.

GEOGRAPHY

Chair John E. O'Shea
Anthony J. Bonacquisti, Karl K. Leiker, George Psychas, David E. Vincent

The role of the Geography Department at Westfield is to provide opportunities for students to become conversant with the unique way in which geographers view and analyze human organization and use of earth space. Geography's deep commitment to the scientific method in assessing the interrelationship between the physical and social sciences, the analysis of spatial distributions, and the role of culture in interpreting man's reaction with the environment makes it invaluable for the general, professional and liberal arts student.

GEOGRAPHY MINOR

A total of eighteen hours is required. Principles of Geography is a prerequisite and Cartography and a Staff Seminar are recommended.

PRINCIPLES OF GEOGRAPHY (2)
PHYSICAL GEOGRAPHY (3)
CULTURAL GEOGRAPHY (3)
ECONOMIC GEOGRAPHY (3)
GEOGRAPHY OF AFRICA (regional) (3)*
GEOGRAPHY OF EUROPE (regional) (3)*
GEOGRAPHY OF ANGLO-AMERICA (regional) (3)*
CARTOGRAPHY (3)

*Other regional courses may be substituted for those listed. Regional Geography courses are ideally suited for independent study.

The Geography Department at Westfield is a member of the Massachusetts State College Association for Geography, Earth Science and Planning. Under the CAPS program, this promises opportunities for students to add specialized dimensions to their undergraduate work in these areas through visiting lecturers and attendance for various periods of time at one of the other state colleges. Students interested in majoring in these areas are urged to confer with the Chair of the Geography Department at Westfield.

COURSES

GE 101 PRINCIPLES OF GEOGRAPHY (3) This course will give the student an understanding and knowledge of major world patterns, the ability to read and interpret maps, and the understanding of the ideas involved in the natural environment, man-made relationship, and the world-wide interdependence of societies.

GE 102 PHYSICAL GEOGRAPHY (3) Analysis, through a conceptual approach of regional landform development, climatic patterns, vegetation distributions, soil groupings and factors influencing the location of major economic minerals. The man-land relationship will be emphasized. Extensive use of maps.

GE 103 CULTURAL GEOGRAPHY (3) An analysis of the man-land relationship as evidenced in the variety of culture worlds that exist. Special emphasis on growth of the knowledge and population as well as the invention and diffusion of ideas.

GE 202 INTRODUCTORY CARTOGRAPHY (3) A laboratory course which is designed to survey the field of cartography. An analysis is made of early map projections and the evolution of modern mapping techniques. Map intelligence, maps and aerial photo interpretation will constitute a significant portion of the course. Emphasis will be given to the interpretation of data spatially. Each student will be introduced to the cartographic process and participate in the design, production and reproduction of various graphics.

GE 203 ECONOMIC GEOGRAPHY (3) An analysis of basic economic activities and the ways in which environmental factors affect them. Major emphasis is given to the differences between economies of abundance and economies of scarcity, with special emphasis on present world resource problems. This course may be taken as part of the requirements for Economics majors with the permission of both departments.

GE 204 GEOGRAPHY OF EUROPE (3) A regional geographic study of physical, economic, cultural and political patterns of Europe (excluding the U.S.S.R.). Population patterns will be evaluated via sequent occupance studies. Assests and liabilities of individual states will be evaluated and discussed in an attempt to promote a better appreciation of the geographic structure of Europe.

GE 205 GEOGRAPHY OF AFRICA (3) A regional, physical and cultural geographic survey of Africa. A study of the distribution of land and people, physical environment, resources, settlement and economic development. Special emphasis will be given to cultural elements. A geographic interpretation of the political and economic problems of emerging African States will be considered. *Prerequisite: GE 101.*

GE 206 GEOGRAPHY OF ANGLO-AMERICA (3) A physical and cultural survey of Anglo-America. A geographic interpretation of the settlement, resource development and problems of Anglo-America.

GE 208 BEHAVIORAL GEOGRAPHY (3) Behavioral geography focuses on the relationship (or interaction) between the geographic environment and human spatial behavior. The major theme is the study of the individual behavioral processes which give rise to spatial distributions on the land. Some major topics of the course include: cognitive behaviorism, how one's mental images of the environment influence spatial behavior; cognitive mapping, a study of how man orientates himself in geographic space in order to implement decisions and behavior (e.g., navigating in urban space); the environmental evaluation or preference framework (e.g., studies of preferences or evaluations of certain types of climates or landscapes, place preferences); models of spatial decision making (e.g., migration decisions, location of human activities, etc.); man versus environment studies (hazard perception) personal space; and topohilla, the affective bond between people and places. *Prerequisite: sophomore standing.*

GE 301 SEMINAR IN GEOGRAPHY (3) This seminar will be conducted by members of the Geography Department and will include guest lectures. It will focus on geographic methods, the interdisciplinary nature of geography, methods of inquiry and present trends. This course is required for Geography minors. *Prerequisite: 12 credits of Geography*

GE 314 REGIONAL GEOGRAPHY OF NORTH AMERICA (3) An analysis of the cultural and economic activities of the peoples and nations of North America, with emphasis on physical patterns and urban growth. *Prerequisite: permission of instructor.*

GE 317 URBAN GEOGRAPHY SEMINAR (3) A study of the urban setting through a geographical analysis of its social, economic, demographic, political and environmental problems. The structure of the course will allow the student to conduct independent research in areas where his/her main interests lie. Independent research will be prefaced with a short history of the origin, growth development and spread of urbanism. *Prerequisite: permission of instructor.*

HISTORY

Chair Frederick R. Twenter
Peter B. Bulkley, Robert T. Brown, Robert T. Brown, Frederick F. Harling, Lester T. Hutton, John Ifkovic, Martin Kaufman, Catherine B. Shannon, Elizabeth S. Teall

The major in History is designed to provide a breadth of preparation for opportunities in teaching, museum or archival work, most general management positions, social work, and for graduate studies in History and related disciplines. Each year, the Department has successfully placed graduates in Master's degree programs at leading national institutions.

The Department offers a number of opportunities for students to obtain fieldwork training and academic credit through its internship programs. Some students are placed in a museum training project such as Sturbridge Village as staff assistants; other types of historical internships involving cite preservation, urban planning, historic districts, various historical museums, and historical societies are either currently offered or in development. In addition, interns are accepted by several stage agencies through the Massachusetts State Internship Office.

Among the Department's activities have been a variety of projects carried out in conjunction with local historical societies. The most ambitious of these is the cataloging and microfilming of local historical records. Students receive academic credit for participation in these varied projects which extend beyond the classroom.

In addition to offering its majors the opportunity to join an active History Club, the Department runs two other student activities: a local chapter of Phi Alpha Theta, the national historical honors society, and *The Historical Journal of Western Massachusetts*, a publication which circulates nationally and provides students with the experience of writing and editing.

The History program is flexibly constructed to permit the student to define his or her own area of interest within one of any three major fields: American, European, and Non-Western History. It also allows the student to construct a package of highly related courses in other fields which will produce a well-integrated and well-rounded total program of study.

MAJOR CORE REQUIREMENTS

History Majors are required to earn 36 credits within the Department as follows:

Two courses in each of three areas: American History, European History, and Non-Western History	18 credits
Historiography and Research	3 credits
Seminar	3 credits
Four elective courses	12 credits

COURSES

HI 101 INTRODUCTION TO HISTORY (3) An introductory level course designed to acquaint students with materials, methods and techniques employed by historians in reconstructing and interpreting the European past. Topical and broadly thematic in nature, the course will focus on selected major developments in European History to the mid-seventeenth century.

HI 102 HISTORY OF MODERN EUROPE (3) An introductory level course designed to acquaint students with the materials, methods and techniques employed by historians in reconstructing and interpreting the more recent European past. Topical and broadly thematic in nature, course will focus on selected major developments in European History from the mid-sixteenth century to modern times.

HI 103 UNITED STATES HISTORY & GOVERNMENT (3) A survey of the United States history tracing the growth of American institutions and interpreting periods and events of important national significance. Consideration will be given to the causes and results of wars, presidential administrations, great issues which have arisen, and changes in governmental attitudes.

HI 104 INTRODUCTION TO NON-WESTERN WORLD This course will provide a brief survey of the essential elements of the history and culture of the peoples of Asia and Africa. It will include an analysis of the roles played by Buddhism, Confucianism, Hinduism and Islam in developing the unique characteristics of the non-west; and a summary of the major historical events of China, India and Africa, as well as a study of the relations of these countries with each other.

HI 201 MEDIEVAL HISTORY, 300 - 1350 (3) The institutional, economic, and intellectual history of Europe as it emerged from its Roman and Germanic antecedents and developed into a distinctly western civilization. Emphasis will be placed upon the growth of medieval governmental institutions and the great intellectual achievement of the high middle ages.

HI 202 SEMINAR: HISTORIOGRAPHY & RESEARCH (3) The writing of history concentrating on the major historians, schools, and interpretations. Philosophies of history and the relationship of history to other disciplines will be examined. Also included will be directed research involving topic selection, source selection and evaluation, and writing style and form. The culmination of the course will be a formal research paper.

HI 301 AMERICAN COLONIAL HISTORY 1607-1763 (3) The political, economic, and social development of the American colonies; British colonial policy.

HI 302 UNITED STATES IN THE EARLY NATIONAL PERIOD 1787-1845 (3) The establishment of the federal system from the Constitutional Convention to the crisis in the union. Specific topics treated will include the emergence of the political parties, Jeffersonian and Jacksonian democracy, Expansionism and the War of 1812, and the emergence of Sectionalism.

HI 303 UNITED STATES DIPLOMATIC HISTORY I, to 1898 (3) The aims of foreign policy, the tools of diplomacy and of force, the Monroe Doctrine and Latin American relations.

HI 304 UNITED STATES DIPLOMATIC HISTORY II, FROM 1898 (3) An examination of expanding American diplomacy from the Spanish-American War through two world wars; the United Nations and the cold war; the importance of regional pacts; and the challenge of the modern age.

HI 305 THE CIVIL WAR & RECONSTRUCTION, 1845-1877 (3) The causes of the War; the conduct of the war; the attempt at reconstruction in its political, social, and economic aspects; and national reunification.

HI 306 UNITED STATES IN EARLY MODERN PERIOD, 1877-1920 (3) An interpretation of the men and political, economic, and social forces which shaped modern America. This pivotal era includes the Gilded Age, the Rise of Industrial America, the Progressive Era, and the Emergence of the United States as a World Power.

HI 307 20TH CENTURY UNITED STATES, 1920-PRESENT (3) American political, economic, and intellectual life between the two World Wars. The Depression; New Deal; World War II; and the Cold War.

HI 308 THE HISTORY OF LABOR (3) The growth and impact of the labor movement of American society. Basic concepts and methods of management — Union relations will also be examined.

HI 309, HI 310 UNITED STATES INTELLECTUAL HISTORY I & II (3 credits each) The various intellectual trends in American history beginning with Puritanism and including the Transcendentalist Movement, the Gentee Tradition, Neo-Conservatism, and the New Left. Special emphasis will be placed on the principal men identified with each movement and the influence which they exercised upon the course of American History.

HI 311, HI 312 AMERICAN SOCIAL & CULTURAL HISTORY I & II (3 credits each) A study of the development of American social and cultural institutions from the colonial period to the present. Emphasis will be placed upon the impact of social thought on the American way of life.

HI 313 PROBLEMS IN EUROPEAN HISTORY (3) Significant themes or issues in the evolving process of European Civilization examined in detail. May be taken three times for credit.

HI 314 PROBLEMS IN AMERICAN HISTORY (3) This seminar course will offer readings in research on a specific pre-arranged topic in American History. Examples of the topics may include: The Immigrant Experience, the Depression. This course may be taken three times for credit.

HI 315 THE ERA OF THE AMERICAN REVOLUTION 1763-1787 (3) This course examines the social, political, economic, religious, and ideological factors which led to the Revolution and which gave it its character. Topics to be treated include: British Colonial policy and its effects; the American setting; the growth of an American identity; the road to Revolution; the "internal revolution"; and the United States under the Articles of Confederation. *Prerequisite: History 103 (United States History and Government) or permission of Instructor.*

HI 321 RENAISSANCE & REFORMATION (3) The major historical figures of the Renaissance and Reformation analyzed against the background of the social, economic, intellectual, and religious forces of the era. Special emphasis will be given to the origins and evolution of the personalities and historic trends involved in the transition from Medieval to Modern times.

HI 322 17TH CENTURY EUROPE (3) The 17th century as a transitional phase of European History concentrating on the emergence of the modern nation state and the development of modern scientific thought. Highlights will emphasize the Thirty-Years War, the age of Baroque, and the contrast between the absolutist monarchy of France and the Parliamentary development in England. Further concern will be the decline of religious thought in favor of secular beliefs which led directly to the Age of Enlightenment and the important mercantilist theories of national economies.

HI 323 18TH CENTURY EUROPE (3) An examination of the development of this great age which launched Europe on the path of Revolution. Important political and intellectual antecedents will be discussed. This will be followed by a thorough study of the ideas, institutions and society of 18th century Europe, culminating in the French Revolution of 1789.

HI 324 19TH CENTURY EUROPE (3) An examination of the effects of the combined forces of nationalism, revolution and the Industrial Revolution upon the fabric of European political, social, and economic institutions. Special consideration will be given to drives for national unity in Italy and Germany, and their effects upon the European balance of power prior to World War I.

HI 325 20TH CENTURY EUROPE (3) An examination of Europe's efforts to recover from the first World War, to work out the self-determination policy of the Versailles Treaty, to survive the great depression, and to resolve the conflicts which precipitated World War II. The course will also examine the post-war problems of the United Nations, the cold war, the end of imperialism, the common market, and new regional pacts.

HI 326, HI 327 INTELLECTUAL HISTORY OF WESTERN CIVILIZATION (3 credits each) The role played by human thought, as both a cause and effect, upon the trends of human development in western history. Special attention is given to the contrasts and comparisons of persons and movements significant to perception of the social, economic and political environment.

HI 328 THE EXPANSION OF EUROPE & IMPERIALISM (3) The period to be covered will be 1415 to the present. This will include the formation of both the "old" and "new" empires, as well

as a study of the modern relations between ex-colony and "mother country." Topics to be covered will be the initial European exploration and colonization of Asia and Africa as well as the "new world". The conflict of European nations leading to the loss of most of the "old" empire by England, France, Spain, Portugal, and Holland will be traced. The remainder of the course will be devoted to a study of the causes of the growth of the "new" empire under the general term imperialism. The emphasis will be on the race for territory in Asia and Africa. The final phase of the course will cover the rise of nationalism in the colonies, a survey of modern relations between colonizer and colonized, and a look at the remains of imperialism.

HI 329 MODERN BRITAIN, 1783 to WORLD WAR II (3) This course will explore a number of significant themes in the historical experience of Modern Britain: viz, the evolution of the social welfare state, the political and environmental impact of the industrial revolution, urbanization and demographic change, the political and social democratization of British society, the rise to great power status and the subsequent decline of Britain, and the impact of post-war economic and political organization upon traditional British structures and values. *Prerequisites: HI 101, 102 and /or permission of the instructor.*

HI 330 MODERN IRELAND, 1783 TO THE PRESENT (3) The major theme of the course will revolve around the origins, development, character and tactics of the Irish nationalist movement. The seventeenth century confiscations, the American and French Revolutions, the Emancipation and Repeal movements, the Great Famine, the Home Rule agitation, and the Irish cultural renaissance which combined to create a militant Irish nationalism, culminating in the 1916 Rebellion, will be the major issues examined. Secondary themes will be the decisive role of the Irish Question in moulding British political and constitutional developments, the causes and significance of the recent violence in Northern Ireland, and the impact of the twentieth century modernization and the E.E.C. upon traditional Irish nationalism. *Prerequisites: HI 101, 102 and/or permission of the instructor.*

HI 331 OLD REGIME AND REVOLUTION (3) This course will deal with the cataclysmic changes that brought Western Europe from "The World We Have Lost" to the world of the present. The problems of the impact of ideas, the role of economic dislocation and political disfunction as portents of revolution will be considered. Use will be made of the newer research into demography and crowd psychology as well as of the traditional literary and historical sources. *Prerequisites: HI 101, 102 (Introduction to History, History of Modern Europe) or permission of the instructor.*

HI 332, HI 333 HISTORY OF RUSSIA I & II (3 credits each) A study of the history of Russia from its origins to the present time. Emphasis will be placed on the diversity and restless expansion of the Russian people, the challenges of revolutionary groups to the autocracy during the 19th century, and the emergence of the Soviet Union as an international power.

HI 334, HI 335 HISTORY OF LATIN AMERICA I & II (3 credits each) A survey of the area south of the border of the United States. A brief study of the pre-Columbian period; the colonial policies of Spain and Portugal; the wars of liberation; the establishment of the twenty Latin American Republics; the importance of the inter-American system; and contemporary problems.

HI 336 CONTEMPORARY LATIN AMERICA (3) A topical examination of Contemporary Latin America. The subjects to be covered include the social revolutions, education, militarism, and dictatorship, constitutionalism, communism, Pan Americanism and Pan Hispanism.

HI 337, HI 338 HISTORY OF FAR EAST I & II (3 credits each) A study of the historical and cultural foundations of China, Korea, and Japan, their dynastic development, historical contacts with the Western world; and Mao's contemporary China. Emphasis will be placed on the Chinese world view in the history of Asia and on the emergence of modern China and Japan.

HI 339 AFRICAN HISTORY I (3) The History of Africa is to be surveyed from prehistoric times to 1807. Topics covered will include an introduction to the geography, peoples and culture of the continent More specialized topics will include studies of pre-historic Africa, Africa and the classical world, formation and history of sudanic and savanna states, Bantu migrations, African states of the east coast, initial European contacts with the continent, the slave trade and the beginnings of exploration.

HI 341 AFRICAN HISTORY II (3) The second half of the study of the History of Africa will be devoted to a survey of the period from the English anti-slave trade law of 1877 to the present. Topics covered will include the slave trade of the 19th century and its suppression, exploration

of the continent, the impact of imperialism, the formation and administration of colonies, and the nationalist movements. There will be further specialized topics concerning modern Africa such as economic and political development, confrontation between the races, Africa in world affairs, and studies in depth of individual nations.

HI 342 PROBLEMS IN AFRICAN HISTORY (3) Intensive guided research and presentations of written results in a scholarly manner on a major topic of historical interest in African studies. Topics such as nationalism, state formation and colonial institutions may be selected depending on research facilities and student interest. The major topic will be designated in advance of registration. The course may be taken three times for credit.

HI 343 FIELD STUDY IN AMERICAN HISTORY (3) A program centering on study and internship in various career fields allied to the study of American History. These may include museum work, historical restoration projects, local archeology, and archival work. While gaining practical work experience through the internship program, the student will also be undertaking a directed research project associated with the area of internship.

HI 344 THE CITY IN AMERICAN HISTORY (3) A study of American urban history from the rise of the industrial city in 1830 to the 20th century metropolis. The course examines the impact of urbanization upon social and institutional structures. Topics treated include the evolution of American urban historiography, rise of the cities, the transportation revolution, the impact of technology, industrialization, immigration, physical growth patterns, social mobility, the pathology of urban disorders, the development of city and regional planning, suburbization, and the problems of post-industrial America.

HI 345 THE CONTEMPORARY AMERICAN CITY (3) The American City since 1929 as studied through the Metropolitan and Megalopolis phases with related suburban developments. Particular emphasis will be given to the Nationalization of the American City. A major research project will be required. *Prerequisite: permission of instructor.*

HI 346 RUSSIAN IN REVOLUTION 1900-1921 (3) A study in detail of the revolutionary experience of Russia. Three "revolutions" and a civil war within twenty years. The student will study the causes and effects of violent change, the origins of the Soviet state (theory and practice) and the terminology and method of Soviet historiography.

HI 347 UNITED STATES – LATIN AMERICAN RELATION (3) This research oriented study of hemispheric relations focuses on the major objectives and problems of United States policy in Latin America. The course emphasizes the Latin American reaction to economic, military and technical assistance programs.

HI 399 INDEPENDENT STUDY I, II, III (3) Independent study consists of directed reading and research on an historical subject agreed upon by the student and instructor and approved by the Chair of the Department. Arrangements must be made with the instructor and Chair before registering for this course.

MATHEMATICS

Chair Robert A. McGuigan, Jr.
Ronald R. Edwards, Warren H. Hill, Alphonse J. Jackowski, Andrew S. Kim, Anne D. Pasquino, David Beverman, Clara Lim, John B. Sbrega, Catherine Stahl, John P. Stadnicki

The Mathematics Department offers a strong program to meet the needs of students with a wide variety of goals. Students working on a B.A. in mathematics take a minimum of 30 credits in mathematics fulfilling certain distribution requirements; full details are available from the Department. The Department also offers a B.S. program in mathematics with an emphasis on computer studies.

Students majoring in other fields but wishing extensive preparation in mathematics can complete either the recommendations of the minor program or the suggested courses for a concentration in mathematics. The Department will be happy to advise any student interested in taking mathematics courses.

Westfield State College is a member of the Massachusetts State College Computer Network. The College's computer equipment consists of a Control Data Corporation System 17 for remote batch entry jobs. There are four interactive terminals for student use and three terminals for administrative applications. Some of the programming languages available on the system are COBOL, FORTRAN, BASIC, ALGOL, PASCAL, APL, PLANIT, HYPERTUTOR, and MIX. Additionally, there is a Digital Equipment Corporation PDP 8 with two terminals in the Mathematics Department.

OPTIONS

Options open to students who complete a major in mathematics include:

1. Further study in mathematics, statistics, computer science, economics, business, or other scientific fields with appropriate choices of electives outside the department.
2. Teaching mathematics at the secondary school level.
3. Work in industry or government.

The department offers courses which provide excellent preparation for any of these options.

COURSES

MA 101-102 FUNDAMENTAL CONCEPTS OF MATHEMATICS I, II (6) A two semester course in the fundamental concepts of mathematics designed to serve a two-fold purpose: 1) to provide the prospective teacher with the mathematical background necessary to teach the modern elementary and junior high school curricula, and 2) to provide students with a meaningful terminal course wherein structure and unifying concepts are emphasized. Topics will include sets, methods of proof and disproof, number systems, geometry, mensuration, and relations and functions.

MA 105 CALCULUS I (3) The first part of a standard three course calculus sequence. Depending on the text used, topics will include functions, limits, continuity, differentiation and applications, and integration. This course or its equivalent is required of all mathematics majors. *Prerequisites: high school algebra, geometry, and trigonometry.*

MA 106 CALCULUS II (3) A continuation of MA 105. This course will include integration, sequences and series, polar coordinates, Taylor formula, and an introduction to functions of many variables. This course or its equivalent is required of all mathematic majors. *Prerequisite: MA 105 or equivalent.*

MA 108 ELEMENTARY STATISTICS (3) Intended to provide knowledge and computational skill in statistical procedures necessary to apply research techniques to problems in education, psychology, business and social sciences. The topics include nature of elementary statistics, nature of probability, sampling and sampling distributions, problems of estimations, tests of hypotheses, regression and correlation. Elective for non-mathematics majors. *Prerequisite: high school algebra.*

MA 109 FINITE MATHEMATICS (3) Compound statements, sets, sample spaces, probability theory, vectors and matrices, Stochastic processes, Bemoulli trials, Markov chains, applications, introduction to graph theory. *Prerequisite: high school algebra.*

MA 110-111 MATHEMATICS FOR LIBERAL ARTS I, II (6) A two semester terminal course in mathematics for the liberal arts major designed to give students an appreciation for the nature and role in society of modern mathematics through the study of selected topics from mathematics. *Prerequisite: high school algebra.*

MA 113-114 MATHEMATICS S-I & S-II (6) A two semester course designed specifically for students majoring in Biology and General Science. Emphasis is placed on the application of mathematics to the sciences with measuring, displaying and analyzing data. Lecture topics include measurement, computing techniques and devices, relations and functions, techniques of

graphing and curve fitting. The second semester material involves the basic concepts of calculus and their applications to the scientific problems. Lecture topics include limits, differentiation, integration, applications of the definite integral, techniques of integration and elementary differential equations. *Prerequisites: high school algebra and geometry.*

MA 115 MATHEMATICS FOR BUSINESS AND SOCIAL SCIENCES (3) A study of selected topics with particular emphasis on applications in business and social sciences. Topics include sets, probability, solution of equations, systems of linear equations, introduction to linear programming and, as time permits, an introduction to calculus. *Prerequisites: high school algebra and geometry.*

MA 116 INTRODUCTION OF MATHEMATICAL SYSTEMS (3) This course is intended as a first course for students planning to major in mathematics. Emphasis in the course is on the structure of mathematical systems and methods of proof. Topics to be considered: logic and the nature of proof, sets, number systems, relations and functions, mathematical systems including groups and fields.

MA 117 INTRODUCTION TO COMPUTER PROGRAMMING (3) An introduction to basic concepts and techniques of computer programming for the student not majoring in mathematics. Topics to be studied include nature and operation of time sharing computer systems, an introduction to the programming language BASIC, the solution of a variety of mathematical problems on the computer, and applications of computer programming and modelling to non-mathematical fields.

MA 118 INTRODUCTORY LINEAR ALGEBRA (3) Study of fundamental concepts of linear algebra over the field of real numbers. Topics include solution of simultaneous linear equations, vector spaces, linear independence and dependence, basis, subspaces, linear transformation and matrices and their properties. *Prerequisite: two years of high school algebra.*

MA 201 CALCULUS III (3) Coordinate systems in R, lines and planes in space, functions of several variables, partial and directional derivatives, maxima and minima multiple integration. Required course for mathematics majors. *Prerequisite: MA 106.*

MA 202 CALCULUS IV (3) Vector functions, vector and scalar fields, divergence and curl of vector fields, line integrals, path independence, Green's Theorem, surfaces and surface integrals, Stokes' Theorem and the divergence Theorem. *Prerequisite: MA 201.*

MA 203 MATHEMATICS IN THE ELEMENTARY SCHOOL (3) A course designed to reinforce the mathematical background and to enhance the effectiveness of the prospective elementary teacher. An integral part of the course is an investigation of the content, procedures, and materials of modern curricula for the elementary school.

MA 206 ASSEMBLY LANGUAGE PROGRAMMING (3) An in-depth study of the internal instructions, organization and operations of modern digital computer. Assembly language programming will be taught using *MIX* language and possibly an introduction to *COMPASS* or *PAL* III. *Prerequisites: knowledge of COBOL, FORTRAN, or BASIC, or permission of instructor.*

MA 207 SURVEY OF PROGRAMMING LANGUAGES (3) A detailed study and comparison of the structure and features of various programming languages, to be chosen from among BASIC, COBOL, FORTRAN, ALGOL, SNOBOL, USP, APL, etc. *Prerequisite: knowledge of at least one program language.*

MA 301 MODERN ABSTRACT ALGEBRA I (3) A study of groups, rings, integral domains and fields, with special emphasis on the real and complex fields. Required of all mathematics majors. *Prerequisite: MA 105.*

MA 302 MODERN ABSTRACT ALGEBRA II (3) Polynomial rings, vector spaces, linear transformations, elementary theory of matrices and determinants. Required of all mathematics majors. *Prerequisite: MA 301.*

MA 303 HIGHER GEOMETRY (3) An integrated course consisting of intuitive, synthetic, and analytic approaches to Euclidean and other geometries through a study of invariant groups. Topics include finite geometries, synthetic projective geometry, analytic projective geometry, affine geometry, Euclidean geometry and transformation theory. *Prerequisite: MA 106.*

MA 304 DIFFERENTIAL EQUATIONS (3) Geometric and physical meaning of differential equations. Theory and solution of first, second and higher order linear and non-linear differential equations. Initial and boundary value problems. Finite difference equations. *Prerequisite: MA 201.*

MA 305 PROBABILITY AND STATISTICS (3) Mathematical probability theory and statistical applications including, as time permits, finite and infinite sample spaces, probability distributions, continuous and discrete random variables, study of special distributions, expectation, variance, Chebychev's inequality, law of large numbers, central limit theorem, and an introduction to statistical applications. *Prerequisite: MA 201.*

MA 306 MODERN GEOMETRY I (3) An integrated course consisting of intuitive, synthetic, and analytic approaches to Euclidean and other geometries. Topics will include axiomation foundations, finite geometries, non-Euclidean geometries, and synthetic projective geometry. *Prerequisite: MA 106.*

MA 307 MODERN GEOMETRY II (3) Geometric and algebraic invariants, groups of transformations, topological, projective, affine and Euclidean transformations. *Prerequisite: MA 306.*

MA 308 INTRODUCTORY ANALYSIS (3) Topology of real numbers, Cauchy sequences, metric completeness, continuity, compactness, connectedness. Sequence and series and uniform convergence of infinite series. Derivatives and definite integrals. *Prerequisite: MA 201.*

MA 309 INTRODUCTORY TOPOLOGY (3) A simple, thorough survey of the elementary topics of point-set topology of the real line and plane topological spaces; metric spaces; mappings; connectedness; compactness. *Prerequisite: MA 302.*

MA 311 THEORY OF NUMBERS (3) Properties of integers including congruences, primes and factorization, continued fractions, quadratic residues, linear diophantine equations and number theoretic functions. *Prerequisite: permission of instructor.*

MA 312 HISTORY OF MATHEMATICS (3) A topical study of the history and development of mathematical discoveries from ancient to modern times. *Prerequisite: MA 201.*

MA 319 COMPUTER PROGRAMMING (3) An introduction to computer programming using BASIC or FORTRAN for the more mathematically experienced student, which will stress development of program writing skills and applications of mathematical problem solving techniques using computers. *Prerequisite: MA 105 or equivalent.*

MA 323 COMPLEX ANALYSIS (3) Algebra of complex numbers, analytic functions, Caucy-Riemann conditions, conformal mapping, line integrals, Cauchy integral formula, residue integration, Taylor and Laurent series. *Prerequisite: MA 202.*

MA 333 APPLIED STATISTICS AND EXPERIMENTAL DESIGN (3) A study of the application of computer programming to statistical procedures employed in empirical research and the interpretation of numerical results. Topics in statistics include: introduction to descriptive and inferential statistics, hypothesis testing, parametric and non-parametric tests (correlation, regression, the t-test, analysis of variance, and factor analysis). The underlying assumptions of several experimental designs will also be examined. *Prerequisites: MA 108 or equivalent, and knowledge of at least one scientific programming language.*

MA 334 OPERATIONS RESEARCH AND MODELING (3) A study of mathematical modeling and of the models of interest in operations research, which may include distribution problems, linear programming, the simplex method and applications. CPM, network problems, nonlinear programming problems, Markov chains, queuing models, and simulation. *Prerequisites: MA 118, MA 108, and knowledge of at least one programming language.*

MA 335 INTRODUCTION TO NUMERICAL METHODS (3) An introduction to numerical solution of mathematical and scientific problems on a modern digitial computer. Topics to be studied may include solution of equations (iteration and Newton-Raphson), analysis of errors, simultaneous linear equations, numerical differentiation and integration, interpolation and approximation. *Prerequisites: Calculus III and knowledge of at least one scientific programming language. Linear algebra is recommended.*

MA 399 INDEPENDENT STUDY Independent study of topics in mathematics under careful faculty supervision. Intended for capable students to broaden their mathematics program or to gain depth in a particular area of interest. *Prerequisite: permission of instructor and Department Chairperson is required.*

MODERN FOREIGN LANGUAGES

Chair Matteo Rovetto
William D. Dennis, Giovanni Gringeri, Walter J. Jensen, Maria Maris, Raymond T. Ourand, Napoleon Sanchez

The faculty in Department of Modern Foreign Languages believes the knowledge of a language other than one's own to be essential to the understanding and appreciation of the wealth of human experience. The study of another language is interdisciplinary by nature, for it must include not only the development of the necessary language skills, but an awareness of another culture, the history, art, literature, values and attitudes of another people. Students are offered the opportunity to obtain a practical working knowledge of one or more of four foreign languages and an understanding of the people who speak those languages. The Bachelor's Degree in one or more foreign languages represents a strong liberal arts degree, one which prepares students for further study on the graduate level, and/or opens opportunities for careers in business, commerce, government service, social services, and teaching.

The department offers courses in four of the twelve most widely spoken of the world's languages: French, German, Italian, and Spanish. A student should choose one or more of these languages depending upon his/her interest and field of study. The elementary and intermediate levels of these four languages, the cultural courses taught in English, the Introduction to Linguistic Analysis, fulfill the requirements of the General Core of Studies under the heading "Intellectual & Moral Criticism". Students who wish to take the 200 and 300 level courses in language, literature and culture must obtain the permission of the Department Chair to do so, prior to enrolling.

MINORS

French: 18 credit hours including:

ADVANCED INTERMEDIATE FRENCH I
ADVANCED INTERMEDIATE FRENCH II
INTRODUCTION TO FRENCH CIVILIZATION
INTRODUCTION TO FRENCH LITERATURE I AND/OR II
COMPOSITION I AND/OR II
ADVANCED FRENCH
FRENCH CONVERSATION

German: 18 credit hours upon request and by special arrangement

Italian: 18 credit hours upon request and by special arrangement

Spanish: 18 credit hours including:

ADVANCED INTERMEDIATE SPANISH I
ADVANCED INTERMEDIATE SPANISH II
INTRODUCTION TO SPANISH CIVILIZATION
INTRODUCTION TO SPANISH-AMERICAN CIVILIZATION
INTRODUCTION TO SPANISH LITERATURE I AND/OR II
ADVANCED SPANISH COMPOSITION I AND/OR II

FRENCH MAJOR

Requires a minimum of 36 credit hours — 27 required plus 9 electives (literature and others).

Major core (required):

ADVANCED INTERMEDIATE FRENCH I
ADVANCED INTERMEDIATE FRENCH II
INTRODUCTION TO FRENCH CIVILIZATION
INTRODUCTION TO FRENCH LITERATURE I
INTRODUCTION TO FRENCH LITERATURE II
FRENCH PHONETICS OR FRENCH CONVERSATION
ADVANCED FRENCH COMPOSITION I
ADVANCED FRENCH COMPOSITION II (STYLISTICS)
CONTEMPORARY FRENCH CIVILIZATION

SPANISH MAJOR

Requires a minimum of 36 credit hours — 27 required plus 9 electives (literature and others).

Major core (required):

ADVANCED INTERMEDIATE SPANISH I
ADVANCED INTERMEDIATE SPANISH II
INTRODUCTION TO SPANISH CIVILIZATION
INTRODUCTION TO SPANISH-AMERICAN CIVILIZATION
INTRODUCTION TO SPANISH LITERATURE I
INTRODUCTION TO SPANISH LITERATURE II
SPANISH PHONETICS OR SPANISH CONVERSATION
ADVANCED SPANISH COMPOSITION I
ADVANCED SPANISH COMPOSITION II (STYLISTICS)

All French and Spanish Majors are expected to present themselves for a proficiency interview at the end of each academic year. The results of these interviews will be made available to each student so that he/she may judge the level of fluency he/she has attained. Failure to appear at these interviews will result in a negative written statement which will be filed in the student's permanent file or dossier.

COURSES TAUGHT IN ENGLISH

LE 104 INTRODUCTION TO FRENCH CULTURE (3) An introduction to the culture of the French-speaking world with emphasis on French-American relations.

LE 106 INTRODUCTION TO GERMAN CULTURE (3) An introduction to the culture of the German-speaking world with emphasis on German-American relations.

LE 108 INTRODUCTION TO ITALIAN CULTURE (3) Introduction to the culture of Italy with emphasis on Italo-American relations.

LL 101 INTRODUCTION TO LINGUISTIC ANALYSIS (3) An examination and an explanation of the principles and procedures employed in the study and treatment of the phenomena of language.

FRENCH

LF 101 ELEMENTARY FRENCH

LF 102 I and II (3 each) Fundamentals of French grammar, pronunciation, simple conversational patterns and written practice during the first semester. Selected readings during the second semester. One hour per week of laboratory work may be required each semester. Conversation will be stressed.

LF 103 INTERMEDIATE FRENCH

LF 104 I and II (3 each) A review of French grammar, reading and translation of prose writers of average difficulty the first semester along with cultural topics. The second semester requires more advanced phases of French syntax, reading and translation of standard French authors and reports on outside readings in French civilization. One hour per week of laboratory work may be required each semester. *Prerequisite: two high school units or equivalent.*

LF 107 ADVANCED INTERMEDIATE FRENCH I (3)
For Majors, Minors and others sufficiently qualified for advanced work. A thorough review of the Structure of French. Extensive aural/oral practice in the laboratory if required conducted in French. *Prerequisite: three or more high school units or equivalent.*

LF 200 FRENCH CONVERSATION (3) Pronunciation, vocabulary building, discussions on assigned topics and readings in order to develop an acceptable fluency in French. *Prerequisite: intermediate level or above.*

LF 201 ADVANCED INTERMEDIATE FRENCH II (3) Emphasis on the aural/oral aspects of French: pronunciation, vocabulary building, and extemporaneous speaking. Practice in the reading and writing of French. Laboratory practice is required. *Prerequisite: three or more high school units or equivalent.*

LF 203 INTRODUCTION TO FRENCH CIVILIZATION (3) A history of the political, social, intellectual and artistic developments in France up to the 19th century. Readings and discussions, lectures, reports, projects.

LF 204, LF 205 INTRODUCTION TO FRENCH LITERATURE I and II (3 each) An introduction to a critical analysis of French literature. Readings will be selected to include all genres from the Middle Ages to the present. A term paper is required.

LF 206, 207 ADVANCED FRENCH COMPOSITION I AND II (Stylistics) (3 each) A thorough review of French syntax to develop oral and written proficiency. Both free and structured compositions will be assigned to improve written expression on various stylistic levels.

LF 208 CONTEMPORARY FRENCH CIVILIZATION (3) Study of the political, social, intellectual and artistic developments in the French-speaking world of the twentieth century. Lectures, reports, projects, audio-visual presentations.

LF 209 FRENCH PHONETICS (3) The formation and discrimination of the sounds of standard French will be explained and practiced in the class and in the laboratory.

LF 301 READINGS IN FRENCH LITERATURE (3) Selected independent studies in French literature. May be repeated once for credit. *Prerequisites: LF 204 and LF 205 or equivalent.*

LF 303 ROMANTICISM, REALISM, SYMBOLISM (3) The development of the main literary schools of the 19th century as revealed in the théâtre and in poetry from Victor Hugo to Rimbaud and Mallarmé. *Prerequisites: LF 204 and LF 205 or equivalent.*

LF 304 CONTEMPORARY FRENCH LITERATURE (theatre) (3) The evolution of literary forms since 1900. Emphasis on the major dramatists: Cocteau, Giraudoux, Sartre, Anouilh, Beckett, Lonesco, Montherlant and others. *Prerequisites: LF 204 and LF 205 or equivalent.*

LF 305 CONTEMPORARY LITERATURE (novel) (3) A detailed study of some of the most representative novelists of the 20th century; Gide, Giono, Mauriac, Cocteau, Sartre, Camus, Duras, and others. *Prerequisites: LF 204 and LF 205 or equivalent.*

LF 306 THE FRENCH NOVEL IN THE 19TH CENTURY (3) The evolution of the novel from 1800 to the beginning of the 20th century. Representative works of Stendahl, Balzac, Flaubert, Maupassant, Zola and others.

LF 307 CLASSICS AND ENLIGHTENMENT (3) Triumph and decline of the classical ideal from the early 17th century to the French Revolution. The new trends in philosophy and aesthetics during the 18th century. A general survey of the works of Corneille, Moliere, Pascal, La-Fontaine, Racine, Voltaire, Montesquieu, Diderot, Rousseau and others. *Prerequisites: LF 204 and LF 205 or equivalent.*

LF 308 TRAVAUX PRATIQUES (3) Emphasis on the recognition and solution of problems confronting the English-speaker learning French. Stress on the methods of dealing with those problems.

GERMAN

LG 101, LG 102 ELEMENTARY GERMAN I AND II (3 each) Fundamentals of German grammar and pronunciation and simple conversational patterns and written practice in the first semester. One hour of laboratory work may be required each semester. Conversation will be stressed.

LG 103, LG 104 INTERMEDIATE GERMAN I AND II (3 each) A review of German grammar and the reading and translation of prose of average difficulty in the first semester. The reading and translation of standard German authors in the second semester as well as reports on outside readings in German civilization. One hour per week of laboratory practice may be required each semester.

ITALIAN

LI 101, LI 102 ELEMENTARY ITALIAN I AND II (3 each) The first semester concentrates on fundamentals of Italian grammar, pronunciation and simple conversational patterns. Selected readings are required in the second semester. One hour per week of laboratory work may be required each semester.

LI 103, LI 104 INTERMEDIATE ITALIAN I AND II (3 each) In the first semester, readings from contemporary Italian authors. Also, conversational topics and reports on outside reading in Italian civilization. In the second semester the student considers more advanced stages of Italian syntax. Readings and translations of standard authors. Reports on outside readings in Italian civilization. One hour per week of laboratory work may be required each semester.

SPANISH

LS 101, LS 102 ELEMENTARY SPANISH I AND II (3 each) Fundamentals of Spanish grammar, pronunciation and simple conversational patterns during the first semester. Selected readings during the second semester. One hour per week of laboratory practice may be required each semester. Some cultural topics.

LS 103, LS 104 INTERMEDIATE SPANISH I AND II (3 each) Grammar review, reading and oral practice. Reading and discussion on culture of Spain and Spanish America. Laboratory practice may be required. *Prerequisite: two high school units or equivalent.*

LS 110 ADVANCED INTERMEDIATE SPANISH I (3) For majors and minors and others sufficiently qualified for advanced work. Reading, discussion and grammar reviews. Conducted in Spanish. Laboratory practice is required. *Prerequisite: three high school units or equivalent.*

LS 112, LS 113 SPANISH FOR THE SOCIAL SERVICE I AND II (3 each) Introduction to the pronunciation of Spanish, and to the basic patterns of speech. Main objective of the course is the development of a degree of fluency in conversational Spanish. Extensive aural-oral work.

LS 201 ADVANCED INTERMEDIATE SPANISH II (3) Emphasis on the aural-oral aspects of Spanish; pronunciation, vocabulary building and extempiraneous speaking. Practice in the reading and writing of Spanish. Laboratory practice is required. *Prerequisite: Advanced Intermediate Spanish I or equivalent.*

LS 203 INTRODUCTION TO SPANISH CIVILIZATION (3) A history of the political, social, intellectual and artistic developments in Spain to the present-day. Readings and discussions.

LS 204, LS 205 INTRODUCTION TO SPANISH LITERATURE I, II (3 each) An introduction to the critical analysis of Spanish literature. Readings will be selected to include all genres from the Middle Ages to the present.

LS 206, LS 207 ADVANCED SPANISH COMPOSITION I AND II (Stylistics) (3 each) A thorough review of Spanish syntax. Both free and structured compositions will be assigned to improve oral and written proficiency on various stylistic levels.

LS 208 INTRODUCTION TO SPANISH-AMERICAN CIVILIZATION (3) Readings and discussions on the pre-colonial civilizations and Hispanic culture in America. Includes political, social, intellectual and artistic developments. Special units on Puerto Rico and Mexico. *Prerequisite: LS 203 or equivalent.*

LS 209 SPANISH PHONETICS (3) The formation and the discrimination of the sounds of standard Spanish will be explained and practiced in class and in the laboratory, as well as intonation, pitch, stress and linking. *Prerequisites: Advanced Intermediate Spanish I or its equivalent.*

LS 301 READINGS IN SPANISH LITERATURE (3) Selected independent studies in Spanish literature. May be repeated once for credit. *Prerequisites: LS 204 and LS 205 or equivalent.*

LS 303 ROMANTICISM AND REALISM (3) Evolution of Spanish poetry and theatre in the Romantic Period and of the realistic novel in the second half of the 19th century. *Prerequisites: LS 204 and LS 205 or equivalent.*

LS 304 CONTEMPORARY PENINSULAR LITERATURE (3) Theatre, prose and poetry from the generation of 1898 to the present. *Prerequisites: LS 204 and LS 205 or equivalent.*

LS 305 CERVANTES (3) Cervantes' life and his minor works. Significance of "El Quijote." *Prerequisites: LS 204 and LS 205 or equivalent.*

LS 306 SPANISH-AMERICAN LITERATURE (survey) (3) Growth of the literature from the colonial period to Ruben Dario. *Prerequisites: LS 204 and LS 205 or equivalent.*

LS 307 GOLDEN AGE (El siglo de oro) (3) Poetry, prose, and theatre from the 2nd half of the 16th century to the Baroque Age. Emphasis on the mystics, Gongora, Lope de Vega, Calderon and Quevedo. *Prerequisites: LS 204 and 205 or equivalent.*

LS 308 CONTEMPORARY SPANISH-AMERICAN LITERATURE (3) Reading and analysis of the main trends of Spanish-American literature in the Twentieth Century. *Prerequisites: LS 204 and LS 205 or equivalent.*

TRANSITIONAL BILINGUAL EDUCATION – ENGLISH AS A SECOND LANGUAGE

Coordinators Dr. Wallace Goldstein, English; Dr. Matteo Rovetto, Modern Foreign Languages; Dr. Alex Mackertich, Education

The Bilingual Education Program at Westfield State College is designed to prepare students to teach in schools which have bilingual education programs, programs in which all pupils are trained to become proficient in a second language while continuing to develop skills in their native tongue. At present, the program is offered in Spanish only.

Bilingual programs in the public schools require teachers who are fluent in the language of the pupil whose native language is not English. ESL (English as a Second Language) teachers, however, have acquired special skills in teaching English to pupils whose native tongue is not English.

Undergraduates and graduates who have completed certification requirements and who also complete the requirements of the College's Bilingual Education Program, and/or complete requirements for teaching English as a second language, may apply for certification to teach in these fields as well.

PROGRAM I

Preparation of teachers as Teachers of Transitional Bilingual Education (T.B.E.) Kindergarten through Grade Twelve.

Definition: A teacher of Transitional Bilingual Education is trained to teach a discipline to children whose mother tongue is not English. The following program presents neither a major nor a minor, but an option for those students

interested in Bilingual and ESL teaching which follows the present guidelines of the Department of Education of the Commonwealth of Massachusetts.

A. General Requirements:

1. In addition to the College core, undergraduates are to complete the requirements as determined by their major for certification as elementary, special, and secondary teachers.

2. Language courses and cultural courses under advisement, proof of a speaking and reading ability in a language other than English, skills for communication in English and an understanding of the history and culture associated with the language other than English.

3. The course entitled "Linguistic Approach to Puerto Rican Culture" offered by the Modern Foreign Languages Department through Continuing Studies on alternate years is strongly recommended.

4. Written and oral tests for certification must be taken at a center where such tests are administered. There is a small fee.

B. Additional Requirements for T.B.E. Teachers

Option A. Elementary

METHODS AND MATERIALS IN BILINGUAL EDUCATION (3)
STUDENT TEACHING IN ELEMENTARY BILINGUAL EDUCATION (6)

Option B. Secondary

METHODS AND MATERIALS IN BILINGUAL EDUCATION (3)
TEACHING READING IN SECONDARY SCHOOL (3)
STUDENT TEACHING IN SECONDARY SCHOOL BILINGUAL EDUCATION (6)

Under advisement, six to nine hours to be selected from the following electives:

HISPANIC AMERICAN CULTURE
INTRODUCTION TO LINGUISTIC ANALYSIS
HISTORY OF LATIN AMERICA
AFRICAN HISTORY
CULTURAL GEOGRAPHY
STRUCTURE IN MODERN ENGLISH

PROGRAM II

Preparation of Teachers in English as a Second Language (ESL) Kindergarten through Grade Twelve.

Definition: A person who teaches English as a second language is trained to teach English language, literature and often, culture to those who are not English-dominant speakers. This teacher is trained specifically to teach English as a second or a foreign language.

A. General Requirements:

1. In addition to the College core undergraduates are to complete the requirements as determined by their major for certification as elementary, special, and secondary teaching.

2. A demonstrated speaking and reading ability in English which meets the standards for proficiency as attested by Westfield State College E.S.L. Education Committee.

B. Additional Requirements for E.S.L. Teachers

Option A. Elementary
MODERN FOREIGN LANGUAGE* (9)
INTRODUCTION TO LINGUISTICS (3)
STRUCTURE OF MODERN ENGLISH (3)
TEACHING ENGLISH AS A SECOND LANGUAGE (3)
STUDENT TEACHING IN E.S.L. CLASS (6)

Option B. Secondary
MODERN FOREIGN LANGUAGE* (9)
INTRODUCTION TO LINGUISTIC ANALYSIS (3)
STRUCTURE OF MODERN ENGLISH (3)
TEACHING ENGLISH AS A SECOND LANGUAGE (3)
STUDENT TEACHING IN E.S.L. CLASS (6)

*Proficiency in a foreign language will meet this requirement. Equivalent courses may be selected in lieu of these nine credits.

Under advisement three to six hours to be selected from the following electives:

MODERN AMERICAN LITERATURE
AMERICAN CULTURE IN AMERICAN STUDIES
LANGUAGE CULTURE AREA STUDIES
BLACK AMERICAN LITERATURE
MAJOR AMERICAN WRITERS
LATIN AMERICAN CULTURE
LATIN AMERICAN LITERATURE
CONTEMPORARY LATIN AMERICA
AFRICAN HISTORY
TEACHING REMEDIAL READING

MUSIC

Chair Donald J. Bastarache
Floyd W. Corson, Peter J. Demos, Catherine A. Dower, Dennis K. Kiely, Lloyd K. Manzer, Peter Nagy-Farkas, Donald W. Prindle

MUSIC MAJOR

The Music Department offers a basic curriculum which leads to a Bachelor of Arts degree with a major in Music. In addition, Music Majors elect under advisement a concentration in Music Theory, Music History, Music Education, or Jazz Studies. The curriculum includes the following: 39 credits of general core studies; 32 credits of the general music core; a balance of required credits to be taken in the area of the music concentration and in general electives. Students who do not elect a music concentration must select Pattern A or B under *No Concentration*. Students concentrating in Music Education who successfully complete the professional sequence will be recommended to the State Department of Education for certification as music specialists. All Music Majors must participate in a musical organization each semester.

MUSIC MINOR

Students desiring a minor in music must pass an entrance performance audition. Accepted students must take one thirty-minute lesson weekly in voice or on an instrument for three semesters and one jury examination each semester. The cost of applied study must be borne by the student. Music minors must complete the following courses: Basic Music Theory, Harmony I and II, Music History I or II, Choral Conducting or Instruments. Participation in a musical organization is mandatory each semester the student is enrolled in the music minor program.

MUSIC MAJOR CORE

HARMONY I	3
HARMONY II	3
BASIC MUSICIANSHIP*	2
KEYBOARD HARMONY III	0
MUSIC HISTORY I OR II	3
MUSIC INSTRUMENT/VOICE** (Levels 1-7)	14
ENSEMBLE	6
RECITAL CLASS	1
Total Credits	32

*Basic Musicianship includes Basic Conducting Techniques

**Students enrolled in the Jazz Studies Concentration will include six credits of Applied Jazz within the 14 credits of required applied study in the Music Major Core.

AREAS OF CONCENTRATION

Education Concentration Choral

HARMONY III	3
FORM AND ANALYSIS I	3
INTRODUCTION TO MUSIC EDUCATION	1
CLASSROOM MUSIC IN THE SECONDARY SCHOOL	2
VOICE CLASS*	1
CHORAL CONDUCTING	3
ELEMENTARY MUSIC METHODS	3
PIANO (Secondary Applied: Three Semesters)	3
MUSIC SUPERVISION AND CURRICULUM	3
STUDENT TEACHING AND SEMINAR	6
EDUCATIONAL PSYCHOLOGY	3
PHILOSOPHY OF EDUCATION	3
ENSEMBLE (Required each semester. At least four semesters of large ensemble and two semesters ot small ensemble experiences.)	
Total Credits	34

*Voice Majors Exempt

Education Concentration Instrumental

HARMONY III OR CONTEMPORARY HARMONIC TECHNIQUES*	3
FORM AND ANALYSIS I	3
INTRODUCTION TO MUSIC EDUCATION	1
CLASSROOM MUSIC IN THE SECONDARY SCHOOL	2
VOICE CLASS	1
INSTRUMENTAL CONDUCTING	3
INSTRUMENTAL MUSIC IN THE PUBLIC SCHOOL	2
KEYBOARD HARMONY I AND II**	0
INSTRUMENTAL CLASSES***	1-1-1
Violin, Trumpet, Clarinet, Percussion	
INSTRUMENT CLASSES****	1-1-1
Flute, Oboe, Saxophone, French Horn, Cello, Trombone	
MUSIC SUPERVISION AND CURRICULUM	3
STUDENT TEACHING AND SEMINAR	6
EDUCATIONAL PSYCHOLOGY	3
PHILOSOPHY OF EDUCATION	3
ENSEMBLE (Required each semester. At least four semesters of large ensemble and two semesters of small ensemble experience.)	
Total Credits	36

*Contemporary Harmonic Techniques may be elected in lieu of Harmony III for those students who have Jazz Studies as a second minor.
**Applied Piano (secondary study) may be substituted for 2 elective credits in lieu of Keyboard Harmony I, II.
***See list.
****Three additional credits to be elected from the listed instrumental classes.

Music History

MUSIC IN THE MIDDLE AGES	3
RENAISSANCE	3
BAROQUE	3
CLASSICAL AND ROMANTIC	3
HARMONY III AND IV	6
INSTRUMENTAL CONDUCTING	3
20TH CENTURY MUSIC	3
CHORAL CONDUCTING	3
MUSIC HISTORY I OR II*	3
Total Credits	30

*Whichever has not been taken to fulfill Music Major core requirement.

Jazz Studies

JAZZ/ROCK HISTORY	3
JAZZ THEORY AND ANALYSIS	3
JAZZ IMPROVISATION I	2
CONTEMPORARY HARMONIC TECHNIQUES	3
STAGE BAND ARRANGING I	3
STAGE BAND ARRANGING II	3
JAZZ ENSEMBLE	2
JAZZ KEYBOARD HARMONY I & II	2 (1-1)
JAZZ IMPROVISATION II	2
Total Credits	23

Music Theory

HARMONY III	3
HARMONY IV	3
ORCHESTRATION I & II	6
COMPOSITION I, II & III	9
FORM AND ANALYSIS II	3
COUNTERPOINT II	3
CHORAL CONDUCTING	3
MUSIC HISTORY ELECTIVE	3
CONTEMPORARY HARMONIC TECHNIQUES	3
Total Credits	36

MUSIC MAJOR — NO CONCENTRATION

General Core	39
Music Major Core	32
Additional Required Music Credits*	11
Free Electives**	38
Total Credits	120

*Select Pattern A or B:	A	B
1. Theory/Harmony	6 or	3
2. History/Literature	3 or	6
3. Ensembles	2 or	2
	11	11

**Students may elect up to 10 additional credits in Major Instruments/Voice. The instructional expense above the first two credits must be borne by the student.

MAJOR PERFORMING ENSEMBLES

The Westfield State College Wind Philharmonia: Membership in this organization is open to all students by audition. Auditions are held during the first week of classes in the Fall semester.

The Westfield State College Jazz-Rock Ensemble: This organization is open to all students by audition. Auditions are held the first week of classes in the Fall semester.

The Westfield State College Chorale: Membership in the Chorale is open to all students by audition. Auditions are held during the first week of classes in the Fall semester. The Chorale is a touring group. Music performed includes literature from the Renaissance, Baroque, Classical, Romantic and Contemporary periods.

The Westfield State College Madrigal Singers: The Madrigal Singers is open to all students by audition. Auditions are held during the first two weeks of the Fall semester.

Women's Glee Club and Men's Glee Club: Both clubs are open to all college students without audition. Each group rehearses one hour a week separately, two hours a week combined. The repertoire is popular music and light classics.

COURSES

INSTRUMENT AND VOICE

MU 108 PIANO CLASS **(for non music majors) (1 credit per semester)** Classroom instruction for the student with little or no keyboard experience. This course may be taken one, two, or three times.

MU 112 STRING CLASS (1) A class of beginning string instruction. Elementary technique, repertory, and teaching principles.

MU 113 VOICE CLASS (1) A course designed to meet the needs of the non-voice major in the music major program. The class is conducted in the form of a vocal laboratory in which the students work on the development of skills necessary for good singing.

MU 114 WOODWIND – CLARINET, FLUTE, OBOE, SAXOPHONE (1) This course requires study through practical experience in performance to the extent that the student can demonstrate a knowledge of the fundamentals on the instrument.

MU 115 BRASS – FRENCH HORN, TROMBONE, TRUMPET (1) This course requires study through practical experience in performance to the extent that the student can demonstrate a knowledge of the fundamentals on the instrument.

MU 116 PERCUSSION (1) The study and acquisition of skills applicable to the various instruments of the percussion section.

MU 117 KEYBOARD HARMONY **(No credit)** Application of theoretical aspects presented in Basic Music Theory and Harmony classes: chordal progressions, realization of figured basses, modulation, transportation, and score reading.

MU 118-121 MINOR INSTRUMENT OR VOICE, I-IV **(1 credit per semester)**

MU 122-125 MAJOR INSTRUMENT OR VOICE, I-IV **(2 credits per semester)**

MU 220-223 MINOR INSTRUMENT OR VOICE, V-VIII **(1 credit per semester)**

MU 224-227 MAJOR INSTRUMENT OR VOICE, V-VIII **(2 credits per semester)**

ENSEMBLES

MU 126 WESTFIELD STATE COLLEGE CHORALE (1)

MU 127 WOMEN'S GLEE CLUB (1)

MU 128 MADRIGAL SINGERS (1)

MU 129 WIND PHILHARMONIA (1)

MU 130 JAZZ-ROCK ENSEMBLE OR JAZZ-ROCK COMBO (1)

MU 131 WOODWIND ENSEMBLE (1)

MU 132 BRASS ENSEMBLE (1)

MU 133 STRING ENSEMBLE (1)

MU 134 PERCUSSION ENSEMBLE (1)

MU 135 GUITAR ENSEMBLE (1)

MU 136 MEN'S GLEE CLUB (1)

MU 139 JAZZ SINGERS (1)

MU 140 SAXOPHONE ENSEMBLE (1)

MU 141 TRUMPET ENSEMBLE (1)

MU 142 PIANO ENSEMBLE (1)

MUSIC EDUCATION, HISTORY, JAZZ & THEORY

MU 101 MUSIC APPRECIATION (for non-music majors and minors) (3) The study of the components of music. Musical styles from the Middle Ages to the present.

MU 101 MUSIC APPRECIATION (for music majors and minors only) (3)

MU 102 BASIC MUSIC THEORY (for non-music majors) (3) Music fundamentals and music in the elementary school.

MU 103 BASIC MUSIC THEORY (for music majors and minors only) (3) The study of notation, scale construction, intervals, chords, rhythm, and elements of form. An introduction to Harmony.

MU 104 HARMONY I (3) Basic chordal structures, inversions, progressions, and non-harmonic tones.

MU 107 MUSIC IN AMERICA (3) The study of music in the Americas from the landing of Columbus, including the music of the American Indian, the Afro-American influence, and the music of the twentieth century composers.

MU 137 BASIC MUSICIANSHIP I (1) Sight-seeing by syllables (solfege), ear training, dictation, rhythm exercises.

MU 138 BASIC MUSICIANSHIP II (1) A continuation of Basic Musicianship I.

MU 145, 146, 147, 148 MAJOR INSTRUMENT JAZZ I-IV (2 credits per semester)

MU 201 COUNTERPOINT I (3) Sixteenth century counterpoint in the style of Palestrina and his contemporaries. Species technics in two or more parts.

MU 202 HARMONY II (3) Dominant seventh and extended chords in root position and inversions. Modulation to closely related keys.

MU 208 ORCHESTRATION I (3) The technical aspects of each instrument, ranges, transpositions, score analysis and arranging for various combinations of instruments. *Prerequisites: Harmony I (MU 104), Instrumental Classes, Music History II (MU 211).*

MU 210 MUSIC HISTORY I (3) Western music from the Middle Ages to the eighteenth century.

MU 211 MUSIC HISTORY II (3) Western music from the eighteenth century to the present.

MU 212 RECITAL CLASS (1) Platform department and performance experience.

MU 218 JAZZ THEORY AND ANALYSIS (3) The study of jazz-rock technics and fundamentals including: improvisation, scales, chords, and rhythmic interpretation of jazz phrases. For music majors and minors only. *Prerequisite: Basic Music Theory (MU 103).*

MU 219 JAZZ/ROCK HISTORY (3) The study of jazz music from the early 1900's to the present. Emphasis on styles and interpretation of jazz and its influence on rock music of today. *Prerequisite: permission of instructor.*

MU 232 JAZZ KEYBOARD HARMONY I & II (1 credit each) Classroom piano instruction for Jazz Studies students with limited keyboard skills. Emphasis on II -V - I progressions, Blues forms and older chord functions. Course I must be taken before Course II. *Prerequisite: Keyboard Harmony II.*

MU 234 INTRODUCTION TO MUSIC EDUCATION (1) An introductory experience in music education for prospective music teachers. Students are assigned to various school systems to acquire an overview of a comprehensive music education program. Opportunities to interact with individuals and small groups will be provided.

MU 301 COMPOSITION I (3) An introduction to basic compositional technics in music. Creative works in smaller forms. *Prerequisities: Harmony II (MU 202), Form and Analysis I (MU 311).*

MU 302 COMPOSITION II (3) A continuation of Composition I with emphasis on creative writing in the larger instrumental and vocal forms. *Prerequisites: Harmony III (MU 313), Counterpoint I (MU 201).*

MU 303 COMPOSITION III (3) Creative composition using twentieth century technics. *Prerequisites: Harmony IV (MU 314), Counterpoint II (MU 310).*

MU 304 ORCHESTRATION II (3) A continuation of Orchestration I. *Prerequisite: Orchestration I (MU 208).*

MU 305 INTRODUCTION TO MUSICOLOGY (3) An introduction to the field of music research including the historical and scientific aspects of the subject. The course prepares the student for the study of musicology in graduate school. *Prerequisites: MU 210, MU 211, and the Music History courses MU 317 through MU 321.*

MU 306 STAGE BAND ARRANGING I (3) The study of writing technics for jazz ensembles, rock groups, and other ensembles. *Prerequisite: Jazz-Rock Technics (MU 218), and Contemporary Harmonic Technics (MU 323).*

MU 307 STAGE BAND ARRANGING II (3) A continuation of Stage Band Arranging I.

MU 308 CONDUCTING I (3) The development of conducting technics in rhythmic and melodic exercises. Attention is given to technics in choral conducting, the voice, choral literature, and performance practice. *Prerequisites: Harmony I (MU 104), Harmony II (MU 202), Music History II (MU 211).*

MU 309 CONDUCTING II (3) Conducting and score reading of standard orchestral repertoire. Attention given to the broader aspects of style, interpretation, terminology, transposition and the detailed aspects of baton technic. *Prerequisites: Harmony II (MU 202), Music History II (MU 211), Instrumental Classes.*

MU 310 COUNTERPOINT II (3) Tonal counterpoint in the eighteenth century style. *Prerequisite: Harmony III (MU 313).*

MU 311 FORM & ANALYSIS I (3) An introduction to the analysis of musical forms. Works analyzed: 17th century to late 19th century compositions. *Prerequisite: Harmony II (MU 202).*

MU 312 FORM & ANALYSIS II (3) Analytical technics. Emphasis on twentieth century analytical systems and analysis of works by twentieth century composers. *Prerequisite: Form & Analysis I (MU 311).*

MU 313 HARMONY III (3) Chromatic harmony and altered chords, augmented sixth chords, remote modulations.

MU 314 HARMONY IV (3) Nineteenth and twentieth century technics. Harmonic analysis is greatly emphasized.

MU 317 MUSIC IN THE MIDDLE AGES (3) A chronological study of the history of music from antiquity through the late Middle Ages. *Prerequisites: MU 210 and MU 211 or permission of instructor.*

MU 318 MUSIC IN THE RENAISSANCE PERIOD (3) The study of forms and styles and history of Western Music from the early Renaissance through the sixteenth century. *Prerequisites: MU 210 and MU 211 or permission of instructor.*

MU 319 MUSIC IN THE BAROQUE PERIOD (3) The history of music from 1600 to 1750. *Prerequisites: MU 210 and MU 211 or permission of instructor.*

MU 320 MUSIC IN THE CLASSIC AND ROMANTIC PERIODS (3) A study of the forms and styles of music from 1740 to the latter part of the nineteenth century. *Prerequisites: MU 210 and MU 211 or permission of instructor.*

MU 321 MUSIC IN THE TWENTIETH CENTURY (3) The style of music from the Post-Romanticists to the art of the Avant-Garde. *Prerequisites: MU 210 and MU 211 or permission of instructor.*

MU 322 JAZZ IMPROVISATION I (2) A class for developing skills in harmonic, melodic, and rhythmic improvisation through performance. *Prerequisite: MU 118, Jazz Theory and Analysis.*

MU 323 CONTEMPORARY HARMONIC TECHNICS (3) Twentieth century chordal structures including extended chords, chromatic harmony, and harmonic substitutions. The keyboard will be used and all scoring will be for piano. *Prerequisites: Harmony II, Jazz Theory & Analysis and MU 117.*

MU 324 ELEMENTARY MUSIC METHODS (3) A survey of music literature, materials, and current teaching procedures appropriate for the elementary school. Consideration is given to the aims of an elementary music education program and the sequential development of musical learnings. Observation of music classes at the elementary level is required. *Prerequisites: Basic Music Theory (MU 102 or 103), General Psychology (PY 101), Voice Class (MU 113), Piano Proficiency (MU 117 or MU 120).*

MU 326 SUPERVISION & CURRICULUM (3) The principles underlying a program of music education from kindergarten through senior high school. This course deals with staff, curriculum development, evaluation, scheduling, finance, and public relations. *Prerequisites: Elementary and Secondary Music Methods (MU 324 & MU 325).*

MU 327 STUDENT TEACHING AND SEMINAR (6) A variety of observation and teaching experiences in the elementary and secondary schools under the supervision of a critic teacher and a College supervisor. Individual conferences and seminars are scheduled regularly as part of the growth and evaluative processes. *Prerequisites: successful completion of professional sequence, piano proficiency, level 6 jury examination (major instrument or voice and permission of Music Department).*

MU 329 JAZZ IMPROVISATION II (2) Continuation of Jazz Improvisation I.

MU 330 CHORAL ARRANGING (3) The development of arranging techniques for the choral ensemble. Particular attention is devoted to harmonic arranging for both the a cappella choir and accompanied ensembles for female, male, and mixed voices. Extensive attention is devoted to applying contrapuntal technics to the choral arranging process. *Prerequisites: Harmony I-III (MU 104, MU 202, MU 313), Counterpoint I, II (MU 201, MU 310).*

MU 332 INSTRUMENTAL MUSIC IN THE PUBLIC SCHOOLS (2) The study of a comprehensive instrumental program at the elementary and secondary school levels. Attention given to recruitment procedures, establishing instrumental classes, selecting instructional materials, organizing and developing large and small ensembles, and evaluative techniques. *Prerequisties: four credits earned from the following Instrumental Classes: Violin, Clarinet, Trumpet, Percussion, Flute, Saxophone, Oboe, French Horn, Trombone, Cello. (Each class carries 1 credit hour.)*

MU 333 CLASSROOM MUSIC IN THE SECONDARY SCHOOL (2) A course designed to develop a program of required and elective music classes at the junior-senior high school levels. Attention will be given to the planning, organization and implementation of classes in general music,

music theory, music listening and the related arts. *Prerequisites: General Psychology, Keyboard Harmony or Piano Proficiency, Harmony I, Music Appreciation or one course in Music History.*

MU 339 AFRO-CARIBBEAN MUSIC: PUERTO RICO AND THE CARIBBEAN ISLANDS (3)
Influences on the music of the Caribbean area: 1) Spanish music, 2) African music, 3) Indian music. Influences of island music on the music in the United States, present day music in Puerto Rico (1898-1975) and the music of the islands for the classroom, K-12 grades. *Prerequisite: Music Appreciation.*

MU 399 INDEPENDENT STUDY (3-6)

PHILOSOPHY

Chair G. E. Tetrault
Lawrence C. Foard, Jr.

Philosophy occupies a unique position among the learned disciplines. It is one of the oldest forms of human inquiry, with some of its main problems rooted in classical antiquity, those problems, however ancient, continue to bring fresh insight to the intellectual and moral issues of our times. Contemporary philosphers in concert with their colleagues in science, religion, law, medicine and the social sciences — are actively involved in the re-examination of issues concerning life, death, morality, justice, human action, freedom and the future of the human species. Philosophy bears the hallmark of antiquity and yet is strikingly modern.

Problems concerning the nature of truth and of the good life, which posed difficulties for Plato and Aristotle, continue to beset our minds. Today, these questions are made all the more urgent by the acceleration of technology, and require interdisciplinary explorations. Recent advances in modern logic and linguistics afford philosophers a fresh opportunity to attack the newer problems of knowledge and to re-evaluate the more venerable ones; these advances constitute the cutting edge of philosophical analysis.

Philosophic activity, then, is bi-focal: it involves both a constant re-examination of the great ideas of the past and a deliberate probing of the frontiers of knowledge. It seeks to clarify the complex links between philosophy and other disciplines, and, inasmuch as it is possible, it aims toward a unified view of human experience.

Philosophy courses are divided into three levels: Level I courses have no prerequisite and are open to all students in the college, Level II courses generally carry one prerequisite, Level III courses contain material of advanced difficulty and generally carry two prerequisites. In all cases, however, the prerequisite(s) may be waived at the consent of the instructor teaching the course so as to permit students of strong background to avail themselves of an intellectual challenge.

PHILOSOPHY MINOR

Students who wish to add significant philosophic depth to their undergraduate program may minor in Philosophy. The Department places strong emphasis on individual attention; accordingly, students will work closely with

their philosophy advisor in designing programs and selecting courses of study which best suit their aptitudes, inclinations and aspirations.

Both general and area concentrations are available. They are sufficiently flexible to enable liberal arts and career-oriented students to tailor a strong philosophic supplement to their major field, or to enrich their general education.

REQUIREMENTS

Although some exceptions are granted, the following is the standard format for a minor in Philosophy:

1. Completion of six courses in Philosophy (18 credits).
2. The six courses should include two Level I (100 numbered) courses, two Level II (200 numbered) courses and at least one Level III (300 numbered) course. The remaining course may be selected from Level II and Level III offerings.

AREAS

The philosophy minor is flexible. In addition to the general minor in Philosophy, students may elect to focus on specific areas in Philosophy. Working with their advisor, students may select the areas which best relate to their major fields of study, or they may combine areas. Four areas are offered:

History of Philosophy

PH 201 ANCIENT GREEK PHILOSOPHY
PH 202 MODERN PHILOSOPHY
PH 203 NINETEENTH CENTURY PHILOSOPHY
PH 302 SEMINAR IN HISTORY OF PHILOSOPHY

Logic and Philosophy of Science

PH 103 SYMBOLIC LOGIC I
PH 106 SYMBOLIC LOGIC II
PH 110 INTRODUCTION TO PHILOSOPHY OF SCIENCE
PH 303 MANY-VALUED LOGICS
PH 304 SEMINAR IN PHILOSOPHY OF SCIENCE

Philosophy of Religion

PH 107 MAJOR RELIGIONS OF THE WEST
PH 108 MAJOR RELIGIONS OF THE EAST
PH 209 PHILOSOPHY OF RELIGION

Social Philosophy

PH 101 INTRODUCTION TO SOCIAL AND POLITICAL PHILOSOPHY
PH 102 INTRODUCTION TO ETHICS
PH 208 PHILOSOPHY OF LAW
PH 211 MARXISM

COURSES

PH 101 INTRODUCTION TO SOCIAL AND POLITICAL PHILOSOPHY (3) The philosophical bases of individualism and liberalism and their critiques from left and right wing standpoints. Figures to be included — Hobbes, Locke, Rousseau, Marx, Engels, and Mill. Topics to be included — human rights and the law; distributive justice; civil disobedience; the problems of individual and corporate freedom; the nature of society.

PH 102 INTRODUCTION TO ETHICS (3) Reading and discussion on some of the main problems in ethics as seen in their historical and contemporary perspectives. Topics to be included — egoism; relativism; utilitarianism; justice; freedom; the good life and moral justification.

PH 103 SYMBOLIC LOGIC I (3) Readings, discussions and exercises on the nature and function of modern deductive logistic systems — their terms, procedures of inference, propositions and quantifiers.

PH 104 GREAT PHILOSOPHICAL ISSUES (3) An introduction to philosophy through readings and analyses of classical sources. Major philosophical arguments concerning the status of human knowledge, the existence of god, freedom and/or determinism, mind and body and the bases for knowledge will be emphasized.

PH 106 SYMBOLIC LOGIC II (3) A continuation of Symbolic Logic I. Quantification continued; identity and the definite description; the theory of relations; logical truth reconsidered; the relation between logic and set theory reexamined; the scope and limits of logic; introduction to deviant logics; related metalogical and metamathematical results also discussed.

PH 107 MAJOR RELIGIONS OF THE WEST (3) A critical introduction to the histories and the major doctrines of Christianity, Islam, Judaism and Zoroastrianism. Lectures, discussions and field trips.

PH 108 MAJOR RELIGIONS OF THE EAST (3) a critical introduction to the histories and the major doctrines of Buddhism, Confucianism, Hinduism, Jainism, Shinto, Sikhism and Taoism. Lectures, discussions and field trips.

PH 110 INTRODUCTION TO PHILOSOPHY OF SCIENCE (3) An introduction to major historical and contemporary philosophical perspectives on science: mechanism, naturalism and positivism; explanations, methods and models in science; recent controversies in the concepts of space, time and matter; causality and emergence; imagination in science.

PH 201 ANCIENT GREEK PHILOSOPHY (3) Reading and discussion on selected philosophical problems considered by the pre-Socratics, Socrates, Democritus, Plato and Aristotle. Topics to be included — the Hesiodic and Homeric myths; protoscience and protophilosophy; Ionian Natumphilosophie and the quest for unity of nature; the problem of motion; being and becoming; the rise of dialogic technique and the emergence of the mature philosophic system. *Prerequisite: Any Level I course in Philosophy.*

PH 202 MODERN PHILOSOPHY (3) Reading and discussion of selected major problems and figures in the history of modern philosophy from Bacon to Kant. Topics to be included — the impact of the New Physics on philosophy; reason and revelation; the search for philosophic method and the emerging views of nature, reality and man. *Prerequisite: Ancient Greek Philosophy or any Level I course in Philosophy.*

PH 203 NINETEENTH CENTURY PHILOSOPHY (3) Reading and discussion of the major figures and movements in Nineteenth Century Philosophy. Topics to be included — German idealism and romanticism; Marxism; existentialism; evolutionism and American pragmatism. Consideration of the works of Hegel, Marx Kierkegaard, Nietzsche, Darwin, Pierce and James. *Prerequisite: Modern Philosophy or permission of instructor.*

PH 204 ANALYTIC PHILOSOPHY (3) Reading and discussion of major contributions to recent and contemporary analytic philosophy, including a study of logical positivism and ordinary language philosophy. Consideration of the works of Moore, Russell, Ayer, Ryle, Wittgenstein and Quine. *Prerequisite: Great Philosophic Issues or Symbolic Logic.*

PH 207 AESTHETICS (3) Readings and discussion of recent and classical philosophical writings in aesthetic theory. Topics to be included — the bases and character of aesthetic experience; criticism and valuation in the arts, objectivity and subjectivity in aesthetic judgment; and particular problems of the Fine Arts (drama, music, literature and the visual arts). *Prerequisite: Any Level I course in Philosophy and/or a basic familiarity with the fine arts.*

PH 208 PHILOSOPHY OF LAW (3) Reading and discussion of the impact of philosophy on law and legal science. Topics to be included — the philosophic sources of legal authority; the applications and ends of laws; law and legal authority; liability; property and the nature of man; contract; legal science and legal pragmatics; empiricist and constructionist interpretations of juristic philosophy; and some current controversies in legal philosophy. *Prerequisite: Any Level I course in Philosophy is recommended prior to taking Philosophy of Law.*

PH 209 PHILOSOPHY OF RELIGION (3) Readings, discussion and papers on the problem of religious discourse; the problems of the existence of a god or gods; the problem of religious experience; the problem of revelation. *Prerequisite: Symbolic Logic or Great Philosophical Issues or permission of instructor.*

PH 211 MARXISM (3) An examination of Marxism as a major philosophical movement: Engels, Feuerbach and the critique of Christianity; historical vs. classical materialism; alienation of of the working class; capitalism; its contradictions and its negation; class struggle, revolution and the architecture of Marxian logic; communism as theory and practice; Marxism and the contemporary scene. Consideration of the thought of Marx, Engels, Feuerbach, Marcuse, Mao Tse-Tung, Schaff and Novack. *Prerequisite: Any 100 level Philosophy course of consent of the instructor.*

PH 301 SEMINAR IN COMTEMPORARY PHILOSOPHY (3) Intensive analysis of selected problems or figures in contemporary philosophy, and the preparation of major papers. *Prerequisite: Appropriate Level II course or permission of instructor.*

PH 302 SEMINAR IN HISTORY OF PHILOSOPHY (3) Intensive analysis of selected problems or figures in the history of philosophy, and the preparation of major papers. *Prerequisite: Appropriate History of Philosophy course or permission of instructor.*

PH 303 MANY-VALUED LOGICS (3) Analysis of the theory, symbolism, notation and terminology of nonstandard logics. Topics to be included — many-valued generalization; system-specific status of the excluded middle; tautology preservation and non-preservation; logic absolutism and relativism; the geometric analogy; imagination in logic; logical primacy and its mathematical and philosophical ramifications; recent explorations in complex logics. Systems due to Bochvar, Kleene, Lukasiewicz, Post and Spisani will be emphasized. *Prerequisite: Advanced Symbolic Logic or some mathematical maturity, or permission of instructor.*

PH 304 SEMINAR IN PHILOSOPHY OF SCIENCE (3) Intensive analysis of selected problems or figures in the philosophy of science and the preparation of major papers. Topics to be included will be selected from among the following themes — the logical, philosophical and empirical foundations of scientific explanations, laws and theories; classical mechanism and its geometric roots; the crisis in classical mechanism and the demise of the mechanical model; the evolution of theories and the geometric analogy; the impact of contemporary physics on current scientific philosophy; imagination and genius in science and some glimpses forward. *Prerequisite: Symbolic Logic and General Physics, or permission of instructor.*

PH 399 INDEPENDENT STUDY (3-6) A tutorial course to be arranged between the student and the instructor, subject to departmental approval.

PHYSICAL EDUCATION

Chair Larry French
Tilia Fantasia, Gerard Gravel, John Kurty, David Laing, Amelia Riou, Martha Van Allen, Carol Vermillion, Carmela L. Virgilio, Charles Weinmann

The Physical Education Department offers a major program which leads to a Bachelor of Science Degree in Physical Education. Students have the following options available:

1. Preparation for graduate work
2. Preparation for teacher certification in Physical Education in Public Schools*
3. Preparation for working with service groups offering Physical Education Activity Programs
4. Preparation for Athletic Training

In addition to the major program, the Department offers electives in Health, Physical Education and Recreation as well as a wide variety of physical education activities. The activity courses are offered as credit-electives for eight weeks; students have the option of receiving a letter grade or a pass/no record.

MAJOR CORE REQUIREMENTS

Forty-four credits are to be taken from among the following:

AQUATICS (1)
CORRECTIVE & ADAPTIVE PHYSICAL EDUCATION (3)
DANCE (1)
ELECTIVES (2)
FIRST AID AND THE PREVENTION OF INJURIES IN PHYSICAL EDUCATION (3)
HUMAN ANATOMY AND PHYSIOLOGY (4)
INTRODUCTION TO MOTOR LEARNING (3)
INTRODUCTION TO PHYSICAL EDUCATION (3)
KINESIOLOGY (3)
MEASUREMENT AND EVALUATION (3)
METHODS AND MATERIALS OF TEACHING MOTOR ACTIVITIES (3)
ORGANIZATION AND ADMINISTRATION OF PHYSICAL EDUCATION (3)
PHYSICAL EDUCATION SKILLS (10)
PHYSIOLOGY OF EXERCISE (3)
RACQUET SPORT (1)
TEAM SPORTS (3)
THEORY ELECTIVES IN HEALTH, PHYSICAL EDUCATION OR RECREATION (3)
TRACK AND FIELD (1)
TUMBLING: GYM (1)

*Students wishing to be credited to teach must elect courses necessary to meet requirements for teacher certification as set forth by the Department and the Commonwealth of Massachusetts.

ADVANCED STANDING REQUIREMENTS

In order to achieve Advanced Standing, the student must present evidence of satisfactory progress towards the competencies defined below:

A. Academic Record

(a) At the completion of 60 semester hours, the student must have achieved a quality point average of 2.0.

(b) At the completion of the 23 semester hours listed below, the student must have achieved in these courses a quality point average of 2.75.

INTRODUCTION TO PHYSICAL EDUCATION (3)
KINESIOLOGY (3)
INTRODUCTION TO MOTOR LEARNING (3)
CORRECTIVE & ADAPTIVE PHYSICAL EDUCATION (3)
FIRST AID & THE PREVENTION OF INJURIES (3)
EIGHT ACTIVITY COURSES IN FOUR OF THE SIX SKILL AREAS (3)

B. Student Self-Assessment

All students at the time of requesting "Advanced Standing" must present for consideration a self-evaluation. See advisor.

C. Faculty Recommendations

To be granted "Advanced Standing", students must be recommended by a "majority" of the Physical Education Department faculty.

COURSES

PE 101 INTRODUCTION TO PHYSICAL EDUCATION (3) Introduction to the history, objectives, literature and organization of the physical education profession, discussions of responsibilities and opportunities of professional personnel. Field Work required.

PE 135 WATER SAFETY INSTRUCTOR (2) Emphasis will be placed on teaching of swimming, diving, the use of small water crafts and water safety; review of life saving skills and defensive techniques; legal aspects of life saving. ARCWSI certification will be granted upon successful completion of the course. *Prerequisite: American Red Cross Life Saving Certification*

PE 202 INTRODUCTION OF MOTOR LEARNING (3) The study of significant variables which influence motor learning, i.e., transfer, cues, practice, reminiscences, perception, reaction time, motivation, reinforcement, etc. and the analysis of selective variables which affect the acquisition of motor skills. *Prerequisite: BI 113 Human Biology.*

PE 204 KINESIOLOGY (3) Science of human motion, analysis of leverage in body movement and problems of readjustment in relationship to body mechanics and to physical activity as it is related to an understanding of skillful, efficient and purposeful human motion. *Prerequisite: BI 113 Human Biology.*

PE 205 PHYSIOLOGY OF EXERCISE (3) Study of the immediate and long range effects of exercise upon the human body. Emphasis on the circulatory and respiratory systems, training scientific foundations of physical fitness survey of related research. *Prerequisite: PE.*

PE 207 FIRST AID AND THE PREVENTION OF INJURIES IN PHYSICAL EDUCATION (3) Proper techniques for the prevention and correction of potential injuries in motor activities; the proper use of equipment, conditioning exercise. The medical examination and therapeutic aids and support methods. The fulfillment of the requirement of the American Red Cross Standard and Personal Safety Certification will be included. *Prerequisite: BI 113 Human Biology*

PE 230 BASIC ATHLETIC TRAINING (3) A basic course devoted to the treatment of athletic injuries through manual, mechanical, and ice massage; strapping, therapeutic devices; rehabilitation of injuries; and to the legal and moral responsibilities of the trainer: Two lectures, one laboratory period weekly. *Prerequisites: BI 113 Human Biology, PE 204 Kinesiology.*

PE 301 PHYSICAL EDUCATION IN THE ELEMENTARY SCHOOL (3) Philosophy, program planning and methods of teaching children, guided observational experiences of children in schools, presentation of activities suitable in elementary school programs.

PE 302 MEASUREMENT AND EVALUATION IN PHYSICAL EDUCATION (3) Construction, use, selection and interpretation of evaluative tools applicable to physical education, elementary statistical methods.

PE 303 ORGANIZATION AND ADMINISTRATION OF PHYSICAL EDUCATION (3) The organization and administration of programs of physical education with emphasis on elementary and secondary school programs.

PE 305 METHODS OF CONDITIONING IN ATHLETICS (3) This course is designed to acquaint the student with various physical conditioning programs for athletics. Methods of developing strength, speed, flexibility and cardiovascular endurance such as: isotonic and isometric strength training, interval training, circuit training and aerobics will be discussed. Also discussed will be factors pertaining to physical conditioning such as erogenic aids, diet and nutrition in athletics.

PE 306 METHODS AND MATERIALS OF TEACHING MOTOR ACTIVITIES (3) Analysis of performance and methods of teaching selected motor activities. Will include drill formation, sequence and progression to teaching skills, in team and individual sports and other physical activities. *Prerequisite: PE 202.*

PE 307 PHYSICAL EDUCATION FOR THE SPECIAL CHILD (3) Deals with characteristics, needs and related problems of the special child associated with their integration into physical education programs. Special attention given to the emotionally disturbed, socially maladjusted, mentally retarded, physically handicapped, culturally deprived, and the gifted child. *Prerequisite: Special Education major or permission of instructor.*

PE 308 CURRICULUM DEVELOPMENT (3) Curriculum of physical education at all levels in the public schools and colleges. Evaluation of activity programs. Recent development and current trends and their influences on the curriculum. *Prerequisite: Advanced Standing or consent of instructor.*

PE 309 ADVANCED ATHLETIC TRAINING (3) The study of advanced techniques in the evaluation of and treatment of athletic injuries with special emphasis upon the theories and principles of tissue injury and repair. The course includes study of the principles of and the construction of programs for athletic fitness, protective and rehabilitative devices, and the underlying physics, physiological effects, and determination of proper care and use of advanced therapeutic modalities. *Prerequisites: PE 204, HE 210, PE 302 or written permission of instructor.*

PE 311 CORRECTIVE AND ADAPTIVE PHYSICAL EDUCATION (3) Examination techniques for recognition of atypical conditions, characteristics and problems of the atypical selection and adaptation of physical activities to meet individual needs. *Prerequisite: PE 205.*

PE 350 STUDENT TEACHING IN PHYSICAL EDUCATION (6-12) Supervised observation and student teaching in an elementary and/or secondary school, conduct of classes and extra-curricular activities, development and understanding of school and community. Emphasis on continuity of lessons, units, daily evaluation. Supervision by cooperating school and Physical Education faculty from the college. Individual conferences and group seminars. *Prerequisites: Advanced Standing, PE 306.*

PE 351 FIELD WORK (6-12) Provides Physical Education majors with opportunity to do in-service work with public and private agencies in the community. The students will work under the supervision of the agency director and will be supervised by a faculty member from the Physical Education Department. Students will be expected to assist in the development as well as conduct of various physical education programs offered at these agencies. *Prerequisite: Physical Education Major with Advanced Standing.*

PE 399 INDEPENDENT STUDY (3-6) Individual research and independent study related to a particular phase of Physical Education with approval from the Physical Education Department. *Prerequisite: Physical Education Major with Advanced Standing.*

HEALTH

HE 101 STANDARD FIRST AID AND PERSONAL SAFETY (1) Provides the fundamental principles, knowledge and skills of first aid and accident prevention. It prepares the average person to care for most injuries and emergencies when medical assistance is delayed. American Red Cross certification available.

HE 102 NUTRITION AND FOOD (2) Will include the study of basic principles of nutrition and how the body uses food. Students will be expected to understand recommended daily food allowance and to evaluate individual habits. The role of vitamins, minerals, fluids, pre-event meals will be discussed.

HE 103 FOUNDATIONS OF HEALTH (3) Study of the basic health problems of college students. Discussions and investigations of current health problems such as drugs, alcohol, smoking, VD and emotional health.

HE 202 COMMUNITY AND SCHOOL HEALTH (2) Develops an understanding of the meaning of health education. Discusses the teachers role in the school health program, and the ways in which the teacher may work with and gain help from health personnel in the school and community. *Prerequisite: HE 103.*

HE 301 HEALTH EDUCATION IN THE ELEMENTARY SCHOOL (3) This course is designed to assist administrators and classroom teachers in evaluating health needs of the particular school system and to formulate programs in health education. Emphasis will be on correlation and integration of health instruction. *Prerequisites: HE 103 or consent of the instructor.*

HE 303 METHODS AND MATERIALS IN HEALTH INSTRUCTION (3) Deals with the most effective methods, procedures and techniques in teaching health. Instructional and curricular materials will be presented along with evaluation techniques and current methodology. Sources of materials and agencies which provide assistance will be included *Prerequisite: HE 103 or consent of the instructor.*

RECREATION

RE 101 RECREATIONAL SKILLS (3) This course covers a survey of the skills and teaching techniques of a wide variety of sports and games, arts and crafts, drama and literature, music and social activities.

RE 102 INTRODUCTION TO RECREATION AND LEISURE (2) Introduction to the basic concepts, present status of recreation. Overview of the history of the Recreation Movement and its basic philosophy.

RE 201 TECHNIQUES OF RECREATIONAL LEADERSHIP (2) The theory and practice of leadership techniques specifically applied to the organizing and conduction of recreational activities. *Prerequisite: RE 102.*

RE 301 OUTDOOR RECREATION (3) An in-depth analysis of outdoor recreational activities, includes skills of living in nature in respect to wilderness camping and environmental awareness, campcraft skills; planning and conducting outdoor recreation programs. *Prerequisites: RE 102, RE 201.*

OFFICIATING COURSES

PE 121 OFFICIATING MEN'S SOCCER (1)
PE 123 OFFICIATING SOFTBALL (1)
PE 125 OFFICIATING WOMEN'S BASKETBALL (1)
PE 126 OFFICIATING MEN'S BASKETBALL (1)
PE 128 OFFICIATING VOLLEYBALL (1)
PE 130 OFFICIATING FIELD HOCKEY (1)
PE 167 OFFICIATING MEN'S BASEBALL (1)

COACHING COURSES

Prerequisite: varsity experience, or skills course in the activity.

PE 209 COACHING VOLLEYBALL (1)
PE 210 COACHING TRACK AND FIELD – CROSS COUNTRY (1)
PE 211 COACHING BASEBALL – SOFTBALL (1)
PE 212 COACHING BASKETBALL (1)

SKILLS

PE 110 ARCHERY (1)
PE 111 BADMINTON (1)
PE 114 FITNESS FOR ADULTS (1)
PE 115 BOWLING (1)
PE 117 ELEMENTARY GAMES (1)
PE 120 SOCCER (1)
PE 122 SOFTBALL (1)
PE 123 OFFICIATING SOFTBALL (1)
PE 124 BASKETBALL (1)
PE 125 OFFICIATING WOMEN'S BASKETBALL (1)
PE 126 OFFICIATING MEN'S BASKETBALL (1)
PE 127 VOLLEYBALL (1)
PE 128 OFFICIATING VOLLEYBALL (1)
PE 129 FIELD HOCKEY (1)
PE 130 OFFICIATING FIELD HOCKEY (1)
PE 131 BEGINNERS SWIMMING (1)
PE 132 INTERMEDIATE SWIMMING (1)
PE 133 SWIMMERS (1)
PE 134 SENIOR LIFE SAVING (1)
PE 135 WSI (1)
PE 140 SQUARE DANCING (1)
PE 141 FOLK DANCE (1)
PE 142 MODERN DANCE (1)
PE 143 BALLROOM DANCE (1)
PE 144 MODERN JAZZ (1)
PE 145 BASIC BALLET (1)
PE 146 BALLET II (1)
PE 147 BASIC RHYTHMIC ACTIVITIES (1)
PE 148 TAP DANCE (1)
PE 149 TENNIS I (1)
PE 150 TENNIS II (1)
PE 151 TRACK AND FIELD (1)
PE 152 GOLF I (1)
PE 153 GOLF II (1)
PE 155 SKI TOURING AND SNOW SHOEING (1)
PE 156 GYMNASTICS I (1)
PE 157 GYMNASTICS II (1)
PE 158 OFFICIATING WOMEN'S GYMNASTICS (1)
PE 159 TUMBLING (1)
PE 160 SELF DEFENSE I (1)
PE 161 SELF DEFENSE II (1)
PE 162 WEIGHT TRAINING AND CONDITIONING (1)
PE 163 WRESTLING (1)
PE 164 BICYCLING (1)
PE 165 HANDBALL AND PADDLEBALL (1)
PE 166 LACROSSE (1)
PE 167 CAMPING SKILLS (1)
PE 168 OFFICIATING MEN'S BASEBALL (1)
PE 169 SQUASH (1)
PE 170 TOUCH FOOTBALL (1)

PHYSICAL SCIENCE

Chair Patrick V. Romano
Peter P. Ball, Gilbert W. Billings, Samuel T. Scott, David Vetter

The Physical Science Department offers basic courses in physics, chemistry, physical science, and the earth and space sciences for all students. Advanced courses in chemistry and physics are offered primarily for students majoring in General Science, Biology, and Mathematics.

The Department offers a Bachelor of Science degree in General Science. The General Science major is designed to allow students to concentrate in either Chemistry, Physics, or in a General Science concentration designed for students who plan to teach at the middle school or junior high level and who plan to elect the education minor. The Department believes that these sequences provide desirable alternatives and considerable flexibility for Westfield State College students.

REQUIREMENTS -B.S. IN GENERAL SCIENCE

Total Credits — 120
General Core — 40
Major Core — 38-41
Electives — 39-42

GENERAL SCIENCE CONCENTRATION: 38-39 CREDITS

This program is designed for and therefore recommended only to those students planning to teach at the middle school/junior high school level and who plan to elect the education minor. A student interested in preparing for graduate school or for a career in science should enter one of the other concentrations of the General Science Major.

It is recommended that a student choose Math S-I and S-II (Math for Science Majors) to partially meet the 9 hour mathematics and science portion of the General Core. In addition, the student-future teacher should choose courses from the Elective Core which meet the professional sequence recommended by the College for secondary education.

REQUIRED COURSES:

PS 119 OR PS 115 PHYSICS I OR GENERAL PHYSICS I (4)
PS 121 OR PS 117 PHYSICS II OR GENERAL PHYSICS II (4)
PS 109 GENERAL CHEMISTRY I (4)
PS 111 GENERAL CHEMISTRY II (4)
PS 133 OR PS 134 ASTRONOMY I OR ASTRONOMY II (3)
PS 104 + PS 105 GEOLOGY AND LAB (4)

need
need

Plus two courses selected from the following three:

BI 102 ENVIRONMENTAL BIOLOGY (3)
BI 104 BIOLOGY OF ORGANISMS (4)
BI 106 INHERITANCE & DEVELOPMENT (4)

1

Electives within the Major Core

Electives selected from physical or biological science, science education or math courses (8).

If a student should use any of the listed courses for credit in the General Core, the number of credit hours needed for the major concentration would be reduced accordingly and additional Elective Core courses would be taken to attain the number of total credits required for a degree.

CHEMISTRY CONCENTRATION: 40 CREDITS

It is recommended that a student choose Calculus I and II to partially meet the nine hour math and science portion of the General Core. A student who does not feel sufficiently prepared to undertake calculus should take Math S-I and S-II (Math for Science Majors). A biology course is recommended to fulfill the remaining portion of this part of the General Core.

REQUIRED COURSES:

PS 119 OR PS 115 PHYSICS I OR GENERAL PHYSICS I (4)
PS 121 OR PS 117 PHYSICS II OR GENERAL PHYSICS II (4)
PS 109 GENERAL CHEMISTRY I (4)
PS 111 GENERAL CHEMISTRY II (4)
PS 201 ORGANIC CHEMISTRY II (4)
PS 203 ORGANIC CHEMISTRY II (4)
PS 209 ANALYTICAL CHEMISTRY I (4)
PS 211 ANALYTICAL CHEMISTRY II (4)

Electives within the Chemistry Concentration

Electives selected from Physical Chemistry, Biochemistry, and Theoretical and Experimental Research (8)

If a student should use any of the above Major Core courses for credit in the General Core, the number of credit hours needed for the concentration would be reduced accordingly and additional Elective Core courses would be taken to attain the number of total credits required for a degree.

It is expected that students, in consultation with a departmental advisor, will choose a portion of their Elective Core from course offerings in chemistry, physics, biology and mathematics. Students wishing to obtain certification to teach chemistry should use electives to meet the Professional Sequence recommended by the College for secondary education.

PHYSICS CONCENTRATION: 40-41 CREDITS

If a student desires to pursue the physics concentration of the B.S. in General Science major, the student should plan a General Core selection in the sciences and mathematics in light of the concentration requirements listed immediately below.

Required Courses

PS 119 PHYSICS I (4)
PS 121 PHYSICS II (4)
PS 225 PHYSICS III (3)
PS 226 PHYSICS IV (3)

MA 105 CALCULUS I (3)
MA 106 CALCULUS II (3)
MA 201 CALCULUS III (3)

Electives within the Physics Concentration

In addition, the student should take nine credit hours of physics chosen from the following courses. Since these courses are not offered every semester, students should plan accordingly.

PS 215 BIOPHYSICS (3)
PS 231 INTRODUCTION TO GENERAL RELATIVITY AND COSMOLOGY (3)
PS 232 INTRODUCTION TO QUANTUM THEORY (3)
PS 234 INTRODUCTION TO ASTROPHYSICS (3)
PS 303 ANALOG AND DIGITAL ELECTRONICS (3)
PS 218 MODERN PHYSICS (3)
PS 222 THEORETICAL & EXPERIMENTAL RESEARCH (3)
PS 229 THEORETICAL MECHANICS (3)
PS 215 BIOPHYSICS SEMINAR (3)
PS 223 PHYSICS SEMINAR (3)

Finally, the student, under advisement and depending upon his career option, will take an additional eight (or nine) credit hours chosen from the following courses:

MA 202 CALCULUS IV (3)
MA 304 DIFFERENTIAL EQUATIONS (3)
MA 319 COMPUTER PROGRAMMING (3)

BI 102 ENVIRONMENTAL BIOLOGY (3)
BI 104 BIOLOGY OF ORGANISMS (4)
BI 106 INHERITANCE AND DEVELOPMENT (4)

PS 109 GENERAL CHEMISTRY I (4)
PS 111 GENERAL CHEMISTRY II (4)

Depending upon career goals, it is hoped that, under close advisement from members of the physics faculty, the student will consider utilizing some of the 40 hours of the Elective Core to build upon both the General Core and major concentration foundation described above.

The physics track has been designed with a high degree of flexibility. The purpose of this flexibility is to allow for the possibility that, in addition to the traditional physics careers (industrial work in applied physics or technology, teaching physics at the secondary level, or careers based on graduate study in physics), a student might seek opportunities in environmental, engineering, health and medical fields.

MINOR

In addition to the concentrations within the major, the Department offers minors in Physics and Chemistry. All students minoring in Physics must take Physics I, Physics II, Physics III, and Physics IV. After completion of these courses, the student must elect an additional four credit hours in Physics from the following courses:

INTRODUCTION TO QUANTUM THEORY
THEORETICAL MECHANICS
PHYSICS SEMINAR
INTRODUCTION TO ASTROPHYSICS
INTRODUCTION TO GENERAL RELATIVITY AND COSMOLOGY
ANALOG AND DIGITAL ELECTRONICS

A chemistry minor must initially take General Chemistry I and II. An additional 10 credit hours is then required from the following courses:

ORGANIC CHEMISTRY
ANALYTICAL CHEMISTRY

PHYSICAL CHEMISTRY
BIOCHEMISTRY

COURSES

PS 101 PHYSICAL SCIENCE (3) Includes the basic concepts of physics such as an elementary study of mechanics, heat, sound, light, magnetism, and electricity, along with introductory topics in Earth-Space science and Chemistry. Two lectures and one double-period discussion-laboratory session (PS 102) per week.

PS 102 PHYSICAL SCIENCE LABORATORY *Required with PS 101.*

PS 104 GEOLOGY (3) A systematic examination of the rocks and minerals which compose the earth's crust and the processes of weathering and erosion which sculpture the crust. Structural, tectonic, and other long-term activities are investigated. 3 hours lecture per week. May be taken without laboratory.

PS 105 GEOLOGY LABORATORY (1) A three-hour laboratory session correlated with Geology PS 104. Includes rock and mineral identification, use of topographic maps, and a number of weekend field trips. A student enrolled in Geology Laboratory PS 105 must take PS 104 concurrently or must have taken it previously.

PS 107 INTRODUCTION TO CHEMISTRY (4) A one-semester course consisting of a broad look at the fundamental concepts of modern chemistry. Topics studied will include atomic and molecular structure, physical and chemical changes, acid-base chemistry, organic chemistry, and biochemistry. These concepts will be applied to the examination of our energy picture, environment, chemical technological processes, and other related matters. 3 hours lecture. *Required with PS 108.*

PS 108 INTRODUCTION TO CHEMISTRY LABORATORY A 3-hour laboratory session allowing students to develop laboratory technique in relationship to the study of chemistry. *Required with PS 107.*

PS 109 GENERAL CHEMISTRY I (4) A broad look at the fundamental concepts of modern chemistry including the mole concept, stoichiometry, heat, the periodic table, atomic structure, bonding, gas phase chemistry, and organic chemistry. *Required with PS 110.*

PS 110 GENERAL CHEMISTRY LABORATORY I A 3-hour required laboratory session will correlate lecture materials with laboratory technique. One laboratory session is scheduled per week for each student. *Required with PS 109.*

PS 111 GENERAL CHEMISTRY II (4) A continuation of General Chemistry I. The topics covered include solid, liquid and solution chemistry; chemical equilibrium; chemical kinetics and chemical reactions; acid-base theory; electrochemistry; nuclear chemistry; and selected topics. *Prerequisite: PS 109. Required with PS 112.*

PS 112 GENERAL CHEMISTRY LABORATORY II A 3-hour required laboratory session will correlate lecture material with laboratory technique. One laboratory session is scheduled per week for each student. *Required with PS 111.*

PS 113 INTRODUCTION TO PHYSICS (4) Designed to introduce students to some of the phenomena and methods of inquiry which are part of physics. Subject content will be selected primarily from modern areas of physics which illustrate the fundamental physical laws, and which lend themselves to applications in the life sciences and other physical sciences. Much of the lab work will utilize a "discovery" approach. 3 hours lecture — recitation, 2 hours lab (PS 114) per week.

Note: This course is a required prerequisite to General Physics or Physics I for those students who have not had high school physics.

PS 114 INTRODUCTION TO PHYSICS LABORATORY *Required with PS 113.*

PS 119 PHYSICS I (4) The class meets for 3 hours of lecture/week and three hours of laboratory/week. Topics include: a description of motion, kinematics, Newton's Laws, force, work, and energy, momentum, angular momentum, the conservation laws, heat and an introduction to themodynamics. The use of elementary calculus to solve problems involving trajectories, work and one-dimensional potentials will be stressed. Vectors, scalar products, and vector cross products will be introduced. *Corequisite: Calculus I. Required with PS 120.*

PS 120 PHYSICS I LABORATORY *Required with PS 119.*

PS 121 PHYSICS II (4) This course has 3 hours of both lecture and lab per week. Topics include: electrical forces, Coulomb's Law, electric fields, potentials and currents, Kirschoff's laws, magnetic induction, electromagnetic induction, energy in electric and magnetic fields, capacitors, inductors, oscillations, and resonant circuits, an introduction to Special Relativity Theory. Mathematically this course introduces the student to simple 2 and 3 dimensional potential problems, illustrates the use of different coordinate systems, and develops some important applications of the elementary transcendental functions. *Corequisite: Calculus II. Required with PS 122.*

PS 122 PHYSICS II LABORATORY *Required with PS 121.*

PS 123 PHYSICS OF MUSICAL SOUND (4) Old and new research in auditory perception have yielded many valuable clues to our ability to appreciate and comprehend music. One goal of this course is to review these findings and to study the relationships between physical variables of sound and their perceptual correlates. Topics will include the psychophysical laws for loudness and pitch perception, perception of complex sounds and phase relations, binaural effects, and transient effects. A second related goal is the description of complex sounds in terms of their spectra. To this end, a qualitative use of the fundamental theorem of Fourier analysis will be made. Experimental techniques for analyzing and synthesizing complex sounds will be introduced. Two or three major and experimental projects will constitute the laboratory work for the course. 3 hours lecture-demonstration, 2 hours lab (PS 124) per week.

PS 124 PHYSICS OF MUSICAL SOUND LABORATORY *Required with PS 123.*

PS 127 INTRODUCTION TO OPTICS AND PHOTOGRAPHY (4) An introduction to optical phenomena with applications in photography. Geometrical optics (reflection, refraction, imaging) and Physical optics (interference, diffraction, and color) are utilized to explain camera operation and characteristics. Study will include the practical application of light, mirrors, lenses, and the chemical processes used in developing, printing and enlarging photographs. Films, emulsions, filters, and techniques for indoor and outdoor exposure are covered. Laboratory (PS 128) and lecture, total four hours per week.

PS 128 INTRODUCTION TO OPTICS AND PHOTOGRAPHY LABORATORY The laboratory session through classical experiments will correlate lecture material with laboratory technique. Photographic and black and white darkroom techniques are introduced. *Required with PS 127.*

PS 131 SCIENCE FOR THE MIDDLE SCHOOL/JR. HIGH SCHOOL (3) This course is designed to prepare future teachers of middle school/junior high school science to use the student-inquiry oriented approach to teaching science. Emphasis will be placed on the National Science Foundation funded science programs designed for the middle school/junior high school (TSM, IPS, PSII, ISCS, ES, IME, IMB, BSCS, ESS, and IIS). *Prerequisite: 3 credits in biology, 3 credits in the physical sciences.*

PS 132 INTRODUCTION TO ELECTRONICS (3) Designed for students with little or no previous experience in electronics. Subject matter will include basic electricity (voltage, current, power), passive circuit elements (resistors, capacitors, inductors), an introduction to active elements, and measurement techniques using oscilloscopes and meters. Laboratory work will be integrated and will also deal with practical techniques for design, construction and repair of power supplies and simple audio circuits. An introduction to integrated circuits (op amps, TTL logic circuits) will be given. The class will meet for 4 hours per week in a combination of lecture and lab work.

PS 133 ASTRONOMY I (3) Surveys what has come to be known as traditional astronomy. The night sky and constellations, the astronomical phenomena underlying the seasons, the characteristics of the earth as a planet, the earth-moon system, and the other major bodies of the solar system. Emphasis on *naked-eye* observations to acquaint the student with the characteristics of the sky making minimum use of telescopes, etc. However, some telescopic observations will be offered.

PS 134 ASTRONOMY II (3) Surveys what has come to be known as "modern astronomy". Introduction to the terminology of astronomical coordinate systems, examination of the characteristics of the sun as a typical star, the relatively new field of stellar modelling and evolution. To be followed by discussion of the "violent universe": galactic evolution, exploding galaxies, quasars, black holes, and cosmology. The course ends with discussion of exobiology and the possible cosmic origins of life. Lecture format with optional observation nights available.

PS 201 ORGANIC CHEMISTRY I (4) A survey of general organic chemistry. Preview of chemical principles; the structure, nomenclature, properties and uses of aliphatic and aromatic compounds. Discussion includes the isolation and identification of organic compounds, nucleophilic displacement and elimation reactions and organometallic compounds. *Prerequisite: PS 111; Required with PS 202.*

PS 202 ORGANIC CHEMISTRY I LABORATORY A 3 hour laboratory introducing the student to the techniques of the organic chemist including distillation, recrystallization, extraction, determination of physical properties for identification and introduction to organic synthesis. *Required with PS 201.*

PS 203 ORGANIC CHEMISTRY II (4) The continuation of Organic Chemistry I. The chemistry, properties and uses of alcohols, ethers, aldehydes, ketones, and organic acids are studied. Optical Isomerism is discussed. Carbohydrates, animo acids, proteins, and related biological processes are considered in emphasizing the life sciences and biochemical reactions. *Prerequisite: PS 201. Required with PS 204.*

PS 204 ORGANIC CHEMISTRY II LABORATORY *Required with PS 203.*

PS 205 PHYSICAL CHEMISTRY I (4) Deals with the properties, structures, theories, and laws of matter. Detailed study will occur in the areas of the gas laws, Kinetic-molecular theory, atomic and molecular structure, thermodynamics, thermochemistry, physical and chemical equilibrium, and chemical bonding. *Prerequisite: PS 111, permission of instructor. Required with PS 206.*

PS 206 PHYSICAL CHEMISTRY LABOROATORY I A 3 hour laboratory session will correlate lecture material with laboratory technique. *Required with PS 205.*

PS 207 PHYSICAL CHEMISTRY II (4) A continuation of Physical Chemistry I. Topics include chemical kinetics, liquid and crystal theory, phase equilibria, solution chemistry, electrochemistry, and selected topics. *Prerequisite: PS 205. Required with PS 208.*

PS 208 PHYSICAL CHEMISTRY LABORATORY II A 3 hour laboratory session will correlate lecture material with laboratory technique. *Required with PS 207.*

PS 209 ANALYTICAL CHEMISTRY I (4) Consists of lectures, discussions, and laboratory work covering the fundamentals of analysis. Study includes gravimetric analysis, volumetric analysis, and the statistical treatment of data. A main aspect of lecture will be the application of equilibrium to acid-base, precipitation, redox, and complex formation reactions. An important objective of the laboratory is the development of good laboratory technique. 3 hours lecture, 3 hours laboratory (PS 210) per week. *Prerequisite: PS 111.*

PS 210 ANALYTICAL CHEMISTRY LABORATORY I *Required with PS 209.*

PS 211 ANALYTICAL CHEMISTRY II (4) The course consists of lectures, discussions, and laboratory work covering the fundamentals of analysis. Emphasis will be on modern methods of instrumental analysis. 3 hours lecture, 3 hours laboratory (PS 212) per week. *Prerequisite: PS 209.*

PS 212 ANALYTICAL CHEMISTRY LABORATORY II *Required with PS 211.*

PS 213 BIOCHEMISTRY (3) The first portion of this course will study important biochemicals including water, amino acids, peptides, proteins, enzymes, carbohydrates, lipids, and nucleotides. The latter portion will examine the relationship of these compounds to bioenergetics, glycolysis, the tricarboxylic acid cycle, electron transport, oxidative phosphorylation, fatty acid oxidation and biosynthesis, carbohydrate biosynthesis, nitrogen and amino acid metabolism, protein synthesis, and photosynthesis. An effort will be made to correlate the various metabolic pathways with the cells and organelles of biological systems. Special topics may be covered if time should be available. 3 hour lecture.

PS 214 BIOCHEMISTRY LABORATORY (1) A three-hour laboratory session allowing students to develop laboratory technique in relationship to the study of biochemistry.

PS 218 MODERN PHYSICS (4) Provides an introduction to the experimental and theoretical discoveries of the late nineteenth century and the twentieth century which have altered or replaced classical physics. An introduction to special relativity is used to develop the connections between electromagnetic theory and mechanics. The principles of quantum mechanics are introduced to explain the wave-particle duality, spectra, and other atomic and nuclear phenomena. 3 hour lecture. *Prerequisite: PS 121.*

PS 223 PHYSICS SEMINAR (3) The purpose of this seminar is to investigate selected topics of interest in either theoretical or experimental physics. Possible theoretical topics of interest are: methods of mathematical physics, numerical methods and computational physics, characteristic (partial) differential equations of physics and their solutions, and advanced topics such as application of group theory in physics, topics in many-body theory physics and solid state physics. Possible experimental topics of interest are: advanced electronics, digital logic circuits, solar heating apparatus, topics in biophysics, instrumentation and spectroscopy. Assuming different topics are offered, an intersted student may take the seminar twice. *Prerequisites: Physics I, Physics II, Calculus I, Calculus II, and permission of instructor.*

PS 225 PHYSICS III (3) Topics include: the Special Theory of Relativity, Maxwell's Equations, electromagnetic waves, diffraction and physical optics. This course develops many important applications of the techniques of partial differentiation and multiple integration, and introduces the vector differential operators. *Corequisite: Calculus III.*

PS 226 PHYSICS IV (3) This course discusses selected topics from classical thermodynamics, the breakdown of classical physics, introduction to quantum mechanics. *Prerequisites: Physics III and Calculus III.*

PS 227 THEORETICAL MECHANICS (3) This course discusses holonomic systems, the Lagrangian and its equations of motion, the Hamiltonian formalism and canonical transformations, normal modes, Euler's equations and rigid body motion, scattering problems. *Prerequisite: Calculus III.*

PS 229 THEORETICAL AND EXPERIMENTAL RESEARCH (1-3 per semester) A total of 6 credits may be applied toward the undergraduate degree. The course involves independent study in a physical science with the student performing a laboratory or theoretical research project under the supervision of an instructor. *Prerequisite: departmental approval.*

PS 232 INTRODUCTION TO QUANTUM THEORY (3) The topics covered are matter waves, the diffraction of particles, the Schrodinger wave function and equation, probability and probability amplitudes, canonical variables, operators and commutation relations, eigenvectors and eigenvalues, and the Heisenberg representation. *Corequisite: MA 302.*

PS 234 INTRODUCTION TO ASTROPHYSICS (3) This course serves as an introduction to the physics of stars and galaxies. The topics covered are structure of the Sun, evolution of stars, evolution of the galaxies, magnetic fields in the interstellar medium, evolution of planetary atmospheres, and an introduction to cosmology. *Prerequisites: Calculus II, Physics I, II.*

PS 303 ANALOG AND DIGITAL ELECTRONICS (3) Designed to acquaint the student with a wide variety of digital and analog circuit techniques using commonly available low cost integrated circuits. Analog elements such as op amps, CD amplifiers, timers, multipliers and phase locked loops will be used to demonstrate analog computing techniques such as integration, summing, and differentiation, and other analog methods such as filtering, modulation, and demodulation etc. Transducers such as light sensitive resistors, thermisters etc. will be used. Digital techniques for timing, counting, and arithmetic will be studied using TTI and CMOS integrated circuits. The revolutionary new technology for digital computation (Microproceasors) will be assessed. Combined lecture-lab will be 4 hours a week. *Prerequisite: PS 121 or PS 132.*

PS 304 SEMINAR IN APPLIED CHEMISTRY (1) A series of lectures by invited Chemists active in non-academic laboratories (e.g., industrial, government, hospital). Sponsored jointly with the Cooperating Colleges of Greater Springfield (CCGS). The course will be offered only on a pass/fail basis. *Prerequisite: PS 111.*

PS 399 INDEPENDENT STUDY (3-6)

POLITICAL SCIENCE

Chair Andrew R. Raposa
Weston A. Dyer, Michael Engel, Erika Pilver, Brain Steinberg

In an increasingly competitive society, the Political Science Department offers important options in a number of directions to students who choose a major or minor in this field. Political science courses provide a foundation for graduate study or law school, enhance opportunities in public and private job markets through internship, and help prepare political science majors for secondary school teaching. In addition, the Department offers to students the opportunity for interdisciplinary concentration through the Urban Studies Concentration.

INTERNSHIP

It has been projected that, by 1980, over two-thirds of the labor force will be employed in the service sector. It is the human services — health, education and welfare — that have grown the fastest. Furthermore, it is at the state and local levels, where the human services are actually delivered, that the greatest increases in employment have occurred. This underlines the value of the internship to both the student who gains "hands on" experience and to the agency seeking ever better means of serving the public.

The internship (PL 311) is a key element in the Department's Program offerings. It brings together in a constant interaction the theoretical world of academia and the applied world of the political agency — enriching both.

Internships may carry three, six or fifteen credits. An internship includes at least eight hours per week in the internship office, capped by a scholarly research paper.

BACHELOR OF SCIENCE IN POLITICAL SCIENCE: 36 CREDITS

The Political Science Major is a four track system. The program permits the student to study with or without an internship in his/her choice of American politics, Public Administration, International Studies or Pre-Law. Internships, though not mandatory, are usually available in all tracks.

REQUIREMENTS

1. Nine credits of required courses including American National Government, Methodology and Research, and one other course selected from the following five:

STATE & LOCAL GOVERNMENT
POLITICAL THEORY I OR II
COMPARATIVE EUROPEAN GOVERNMENT
URBAN POLITICS

2. Twelve credits in one of four major fields of concentration in political science.
3. Fifteen credits of additional political science courses.

MAJOR FIELDS OF CONCENTRATION

Note: Special Topics (3) may be offered in any of the following four tracks.

Track 1: International Studies

COMPARATIVE EUROPEAN GOVERNMENT
INTERNATIONAL RELATIONS
AMERICAN FOREIGN POLICY
POLITICAL CHANGE AND DEVELOPMENT
COMPARATIVE IDEOLOGIES
POLITICAL THEORY I
POLITICAL THEORY II
GOVERNMENT IN RUSSIA
U.S. - LATIN AMERICAN RELATIONS
SPECIAL TOPICS
INTERNSHIP

Track 2: Public Administration

BUDGET MAKING
BUREAUCRATIC POLITICS
INTRODUCTION TO PUBLIC ADMINISTRATION
PUBLIC ADMINISTRATION SKILLS
STATE AND LOCAL GOVERNMENT
SPECIAL TOPICS
INTERNSHIP
WASHINGTON INTERNSHIP

Track 3: Pre-Law

CIVIL LIBERTIES
CONSTITUTIONAL LAW
SUPREME COURT DECISIONS
ADJUDICATION OF SOCIAL ISSUES
COMPARATIVE JUDICIAL SYSTEMS
ADMINISTRATIVE LAW
LEGAL ADVISING
SPECIAL TOPICS
INTERNSHIP

Track 4: American Politics

EXECUTIVE & LEGISLATIVE POLITICS
AMERICAN POLITICAL PROCESS
PUBLIC POLICY
URBAN POLITICS
AMERICAN POLITICAL THOUGHT
SPECIAL TOPICS
INTERNSHIP

MINOR: 18 CREDITS

Students in such fields as economics, business administration, history, psychology or criminal justice often find the option of a minor in political science particularly attractive. Students who wish to minor in political science are required to take 18 credits of courses within the Department. An internship may make up part of the 18 credits if the student qualifies for such a program and receives such an assignment.

URBAN STUDIES CONCENTRATION

The student who wishes to be a political science major (36 credits) with a minor in Urban Studies (18 additional credits) may take any track either with or without an internship. The student should choose his/her required additional 18 credits in other departments with the assistance of his/her advisor. These credits may be selected in such areas as: history, mathematics, geography, education, economics, sociology, business administration and psychology.

COURSES

PL 101 AMERICAN NATIONAL GOVERNMENT (3) Fundamental course dealing with the constitution, congress, president, courts, and political party systems of the American National government.

PL 201-202 UNITED STATES LEGAL HISTORY, I & II (3 each) Traces the history of American legal tradition and practice. Emphasis on the legal structure and its impact on society, legal concepts illustrated by actual cases, and an analysis of the Constitution, of the United States from the legalistic viewpoint.

PL 203 STATE & LOCAL GOVERNMENT (3) Fundamental course dealing with the powers, organization, functions and intergovernmental relations of the state, county, municipality and other local governments.

PL 204 INTRODUCTION TO PUBLIC ADMINISTRATION (3) The relationship of the administrative branch of government to other branches in the making and implementation of public policy, theories of government organization for efficient administration, problems of budgeting personnel, merit systems, types of agency organization, popular control over the bureaucracy.

PL 205 URBAN POLITICS (3) Exemplifies the areas of "urban problems" in the context of leading political science theories, and in turn examines these writings in light of contemporary developments in the cities.

PL 206 RESEARCH AND METHODOLOGY IN POLITICAL SCIENCE (3) An examination of the nature and methods of political science. It will deal with the meaning of and relationship between "Politics" and "Science", the types of questions raised in studying behavioral and political science, and the methods used in reaching answers.

PL 301-302 POLITICAL THEORY, I, II (3 each) Selected issues in the history of political thought with emphasis on their pertinence to ancient and recent political, economic, and social problems.

PL 303 INTERNATIONAL RELATIONS (3) An introduction to the nation-state system and conceptions of national interest in modern world politics. The forms and distribution of power by which states seek to implement national interest. The making of foreign policy and methods of adjusting international conflict. Emphasis on current international problems.

PL 304 AMERICAN POLITICAL THOUGHT (3) The origin and development of American political thought (theory and practice) from Colonial times to present.

PL 305 AMERICAN FOREIGN POLICY (3) Constitutional, political, ideological and administrative consideration which influence the formulation and execution of American foreign policy. Special emphasis on current issues.

PL 306 THE AMERICAN POLITICAL PROCESS (3) A study of how the political ideas, values, and goals of the American people are expressed through the machinery of American politics; parties, elections, interest groups and social movements.

PL 307 EXECUTIVE AND LEGISLATIVE POLITICS (3) The Origins, development, and functions of the executive and legislative branches of American Government. The study of the impact of social structure and the economic system on these institutions. Analysis and discussion of their power relationships and their place in American politics.

PL 308 CONSTITUTIONAL LAW (3) The Federal system under the Constitution of the United States, judicial review in constitutional cases, state and local rights and responsibilites.

PL 309 RECENT SUPREME COURT DECISIONS (3) Selected and pertinent cases, points of law and their ramifications.

PL 311 FIELD STUDY IN GOVERNMENT (3) A program of directed study and internship in various career fields allied to government and public service. These may include legislative aids, interns in governmental agencies, governmental task forces, etc. While gaining practical work experience through the internship program, the student will also be undertaking a directed project associated with the area of internship.

PL 312 COMPARATIVE EUROPEAN GOVERNMENTS (3) The institutional approach will be employed to the study of the governments of England, France, Germany, and the Soviet Union. The institutional approach considers the organizations of governments, their constitutional basis, their sources of legitimacy, and their methods of operation. This approach seeks to understand the workings of governments by an analysis of these components.

PL 313 GOVERNMENT POLICIES IN RUSSIA (3) The development, organization and functioning of the Communist party; governmental organizations and the administrative process; terror as a system of power; organization for governmental control in industry and agriculture; Soviet foreign policy; its formation and execution.

PL 315 COMPARATIVE JUDICIAL SYSTEMS (3) A study of selected Countries' judicial systems dealing with each system's origins, development, and the kinds of cases which the system is called upon to adjudicate.

PL 316 ADJUDICATION OF SOCIAL ISSUES (3) A study of the extensive changes in the American social, economic, and political structure brought about within the framework of the judicial process.

PL 317 COMPARATIVE IDEOLOGICAL SYSTEMS (3) An examination of the major theoretical foundations of communism, fascism, democracy and socialism. A study of ideological doctrines and institutional patterns and their consequences and prospects for the future.

PL 318 SKILLS IN PUBLIC ADMINISTRATION (3) Emphasizes those areas most important to administration, including in-depth work in public budgeting and finance skills; details of public personnel activities and problems (recruiting, hiring, training, promotions, etc.); various facets of public relations, ranging from inter-organization communication to dealing with the media; leadership, decision-making and supervision. Draws from contemporary examples.

PL 319 POLITICS OF ORGANIZATION (3) Includes various theories of organization, but emphasizes the organization's place in the U.S. political system; that is, the partisan political and the interest group politics which shape the public programs at all levels of government.

PL 321 PUBLIC POLICY (3) Analysis and discussion of how policy decisions are made in such areas an energy, defense, taxation, social services, etc. the focus will be on how policy-making is shaped by the nature of American society and the procedures of American political institutions.

PL 323 SELECTED TOPICS IN POLITICAL SCIENCE (3) A study of basic political and intellectual forces shaping contemporary world politics. Information concerning past events, issues, movements, and personalities are subjected to reinterpretation in the light of recent scholarship. *Prerequisite: PL 101.*

PL 324 POLITICAL CHANGE AND DEVELOPMENT IN THE NON-WESTERN WORLD (3) Comparative analysis designed for the student interested in general problems of political development and modernization; concepts as applied to so-called developing nations drawn from case studies of Asian, African, and South American countries. *Prerequisite: six credits in social science or equivalent.*

PSYCHOLOGY

Chair Suzanne E. Kwaterski
Joseph Connolly, Alvin I. Cohen, Joan Corelli, William F. Duval, Robert Hoffman, Horace Marchant, Leverett Millen, Stanley R. Mueller, Joseph F. Perez, Paul Riechmann, Jack Szpiler

The Department of Psychology believes that a broadly based liberal arts undergraduate background is essential to understand the richness and diversity of human behavior. It is with this frame of reference that students are counseled to develop their individual programs.

The Department offers a major in Psychology and a theoretical and practical foundation for those individuals who wish to perform psychological services in the public and private schools. The curriculum has been designed to provide preparation for all professional work in which an understanding of human behavior is necessary.

The Department recommends that all persons who seek to work as psychologists obtain at least one graduate degree in Psychology. Each student who majors in psychology is assigned an advisor from the Department faculty. It is to this person that the student ordinarily refers should he/she have any questions or problems regarding curriculum.

In addition to academic counseling, the Department of Psychology provides counseling of a psychotherapeutic nature for all students of the college. Offices for this service are provided in the Counseling Center located on the first floor of Wilson Hall.

MAJOR

Psychology majors must take at least 33 hours within the Department. Required courses include:

1. General Psychology for Majors (6)

2. Research Methods in Psychology (3)

3. At least two courses from two of the three areas below, and at least one course from the remaining area (15).

Experimental: Learning I, Exp. Design I, Exp. Design II, Physiological, Comparative, Statistics, Cognitive Psychology.

Social-Personality: Personality, Adolescent, Child, Social, Abnormal, Psychology of Interpersonal Relations and Communications, Psychology of the Family, Psychology of Human Sexuality.

Counseling-Guidance: Counseling Techniques, Guidance, Occupational Information, Behavior Modification in the Classroom, Practicum in Psychology I.

4. Free electives among Psychology Courses (9)

COURSES

PY 101 GENERAL PSYCHOLOGY (3 credits; offered in Spring and Fall) Overview of the basic theories and facts of human behavior and mental life. Topics include the scientific method, the physiological bases of behavior, sensation and perception, learning and memory, development, personality, social psychology, and abnormal behavior. Psychological knowledge as related to daily problems and everyday life.

PY 102 EDUCATION PSYCHOLOGY (3) The study of the psychological concepts in educational practices, including the nature and sources of individual differences and readiness, learning theories, motivations, emotions, and the evaluation of learning techniques. *Prerequisite: PY 101 (for majors, PY 103-104).*

PY 103-104 GENERAL PSYCHOLOGY FOR MAJORS (6) A two-semester course providing in-depth treatment of the theories and facts of human behavior. Topics are similar to General Psychology PY 101, but this course, for psychology majors only, involves a more detailed examination of research results and theories in the various areas of psychology.

PY 105 RESEARCH METHODS IN PSYCHOLOGY (3) The introduction to the scientific method as utilized in psychology. Students are given laboratory experience in carrying out simple research. Lectures cover the concepts of an hypothesis, an experiment, control procedures, law and theory. The course focuses on research methods, experimental techniques, and a mention of the basic statistical concepts as they are utilized in research on developmental, social, clinical, and personality psychology; the psychology of perception, cognition, and learning. The course is required of all psychology majors and is intended to be taken concurrently with the second semester of General Psychology for Majors (PY 104). *Prerequisite: PY 103 (or its equivalent for transfer students).*

PY 301 CHILD PSYCHOLOGY (3) The systematic study of the organismic and psychological changes in the child from birth up to adolescence, and of the importance of maturation, growth, and social learning in effecting these changes. Attention is focused on factors in personality, emotional, and cognitive development. Several lectures cover psychological theories of child development as based on available research data. *Prerequisite: PY 101 (for majors, PY 103-104).*

PY 302 ADOLESCENT PSYCHOLOGY (3) The course concerns the adolescent period of life. Lectures cover the various aspects of development: physical, intellectual, social, emotional, and sexual. Several lectures involve the interpersonal aspects of life of adolescents, including family, peer, and school relationships; vocational choice; and the self-concept. Also covered are various psychological theories of adolescent development as based on available research data. *Prerequisite: PY 101 (for majors, PY 103-104).*

PY 303 ABNORMAL PSYCHOLOGY (3) The etiology, development and therapy of mental disorders. Stress will be on the psychodynamics of pathological behavior. Consideration will be given to various forms of unusual behavior ranging from anxiety states to psychosis. Analysis of pathological behavior will be based on current theories of maturation, emotion, and personality organization. *Prerequisite: PY 101 (for majors, PY 103-104).*

PY 304 SOCIAL PSYCHOLOGY (3) The individual's behavior and cognition in the social setting. Social psychology includes the processes of interaction, enculturation, prejudice, attitudes, and a psychological analysis of social institutions such as church, family, and school. *Prerequisite: PY 101 (for majors, PY 103-104).*

PY 305 THEORIES OF PERSONALITY (3) The major theories of personality, including those of Freud, Jung, Sullivan, Allport, and Rogers, and the evidence used to support them. Comparisons and contrasts of these theories are made and the implications drawn will be discussed and applied to counseling, psychotherapy, and education. *Prerequisite: PY 101 (for majors, PY 103-104).*

PY 306 LEARNING I: BASIC PRINCIPLES (3) An introduction to the terminology, concepts, and methods in the study of learning. An examination of principles in terms of early and contemporary inquiries and experiments. The focus is on classical and instrumental conditioning, generalization, and discrimination processes. Designed for students who major or concentrate in psychology. *Prerequisite: PY 101 (for majors, PY 103-104).*

PY 307 LEARNING II: THEORIES (3) The nature of learning as well as theories, issues and developments. A systematic examination of major learning theories. Psychology majors only. *Prerequisite: PY 103-104 (or equivalent for transfer students), PY 306.*

PY 308 STATISTICS FOR PSYCHOLOGISTS (3) The application of statistical methods to current research problems in psychology. The selection of procedures appropriate to problems, performance of the procedures, interpretation of outcomes, data tabulation and reduction, measures of central tendency and variability, correlation and prediction, tests of significance, t-test, chi square and analysis of variance. *Prerequisite: PY 101 (for majors, PY 103-104, PY 105).*

PY 309 EXPERIMENTAL DESIGN (4) A full-year course in the methods and theory of experimental psychology, stressing selected topics from the areas of sensation, perception, and learning. A thorough grounding in laboratory methods is focus of this course. Each student will be required to design, conduct, and interpret experiments in the major areas under consideration. Two lectures and two laboratory periods per week. Psychology majors only. *Prerequisite: PY 103-104 (or equivalent for transfer students), PY 308.*

PY 312 PHYSIOLOGICAL PSYCHOLOGY (3) The focus is on the study of the physiological correlates of behavior. Special attention will be given to the physiological and neural aspects of emotions, motivation, and learning. Psychophysiological factors of health, disease, psychosomatics, and chemotherapy will be included. *Prerequisite: PY 101 (for majors, PY 103-104).*

PY 313 COMPARATIVE PSYCHOLOGY (3) A study of the similarities and differences in the behavior of animals, ranging from the unicellular to non-human primates. The course will stress comparative learning, but aspects of such topics as instinctive behavior, psychophysiology, and social behavior will also be discussed. Psychology majors only. *Prerequisite: PY 103-104 (or equivalent for transfer students).*

PY 314 HISTORY AND SYSTEMS OF PSYCHOLOGY (3) Discussion of the antecedents of modern psychology, the rise of experimental psychology as a science, the British, German, and American schools of psychology, and contemporary psychological systems. Several lectures cover the philosophical foundations of experimental psychology, the influence of classical and modern physics on psychology, and the philosophy of theory construction. *Prerequisite: PY 306, PY 308, or with instructor's permission.*

PY 316 PSYCHOLOGY OF HUMAN SEXUALITY (3) Physiological and psychological aspects of human sexuality with emphasis on the developmental processes. Discussion of the wide variation of human sexual behavior as well as problems relating to sexual dysfunction. Presentation of various points of view concerning controversial sexual issues. Not open to freshmen. *Prerequisite: PY 101 (for majors, PY 103-104).*

PY 317 BEHAVIOR MODIFICATION IN THE CLASSROOM (3) Presentation and intensive discussion of classroom teaching approaches based on respondent and operant conditioning paradigms. Detailed presentation of major principles underlying each approach and application of these principles to classroom learning situations at both elementary and secondary grade levels. Consideration of such topics as token economy and the classroom, modeling, desensitization, effects of punishment on classroom behaviors, approaches to behavioral problems of the emotionally disturbed and/or mentally retarded. *Prerequisite: PY 101 (for majors, PY 103-104).*

PY 318 PSYCHOLOGY OF INTERPERSONAL RELATIONS AND COMMUNICATIONS (3) Practical experience in interpersonal communication with use of videotape and social psychology laboratory. Review of research on human communication from the viewpoint of transactional analysis, kinesics, the small-group approaches of Rogers, Ellis, Perls, and Synanon. Limited in size and to junior and senior psychology majors; others admitted with special permission of instructor. *Prerequisite: PY 101 (for majors, PY 103-104).*

PY 321 PRINCIPLES AND PRACTICES OF GUIDANCE (3) Introduces the student to the basic principles, philosophy, history, and current theory and practice of guidance. Emphasis will be on the values and relevance of the guidance movement today. *Prerequisite: PY 101 (for majors, PY 103-104).*

PY 322 COUNSELING THEORY AND PRACTICE (3) Designed to help counselors to develop an understanding of the helping relationship in dealing with persons having educational, vocational, interpersonal and intrapersonal problems. Techniques of counseling will be stressed. Elective for juniors and seniors. *Prerequisites: PY 101 (for majors, PY 103-104), PY 321.*

PY 326 ADVANCED SEMINAR IN PERSONALITY (3) An in-depth examination and comparison of the three major theories of personality: the conflict model, the fulfillment model, and the consistency model. Theorists presented include Freud, Murray, Erikson, Sullivan, White, Adler, Allport, Fromm, Kelly, and McClelland. Each student selects an area of personality to explore on her or his own and leads a class discussion. *Prerequisite: PY 101 (for majors, PY 103-104), PY 305.*

PY 332 PEER SEX COUNSELING PROGRAM (3 credits for 2 semesters, 1½ each) Aims to familiarize students with information basic to human sexual behavior and sexual problems so that these students can function as resource individuals and counselors to their peers. Training is given in areas such as physiology of sex, problem pregnancies, community resources and counseling techniques. *Prerequisite: Admission through screening interviews and evaluations.*

PY 333 PRACTICUM IN PSYCHOLOGY (3) (offered occasionally) Theory and practice of the work of school psychologist, guidance counselor and/or social worker in the school system. Format is combination of field work, seminar, observation within clinical setting. Eight weeks. *Prerequisites: PY 101 (for majors, PY 103-104), PY 332.*

PY 335 SENIOR SEMINAR (3) Offered each year by a different faculty member. Course designed according to current student interests and focuses on advanced study of current research and theory in a particular area of psychology. *Prerequisite: PY 103-104.*

PY 336 PSYCHOLOGY OF THE FAMILY (3) A presentation of theories of how family interaction and patterns of response influence personality and behavior. An exploration of the characteristics of "healthy" and "unhealthy" families and the types of individuals they produce. A review of family therapy techniques as a means of treating the "identified patient." Limited to juniors and seniors. *Prerequisite: PY 101 (for majors, PY 103-104).*

PY 340 INTRODUCTION TO SCHOOL PSYCHOLOGICAL SERVICES (3) An introduction to the applications of psychology in the elementary and secondary schools and how psychological services fit in with the structure of the school system. Topics include the history of the services, interpersonal relations involved in supplying the services, the need for and status of diagnosis and therapy, and the educational requirements which affect school psychological services. *Prerequisites: PY 101 (for majors, PY 103-104), PY 102, PY 301, EE 201.*

PY 341 COGNITIVE PSYCHOLOGY (3) The psychology of sensation, perception, psycholinguistics, cognition, and information processing. Topics include computer models of thought and language, artificial intelligence, and altered states of consciousness. Lectures stress the in-depth reviews of the experimental evidence which bears on theories of perception and language. *Prerequisite: PY 101 (for majors, PY 103-104).*

PY 343 PRO-SEMINAR I: CLINICAL COMMUNITY COUNSELING (6) Part of a comprehensive program leading to a certificate in Clinical Community Counseling and open to students beginning their senior year who are interested in a career in counseling mentally ill children, adolescents and adults; this course combines an overview of the public mental health delivery system, child and adult psychopathology, marital and family psychopathology, neuropsychodiagnostics, psychopharmacology, and clinical assessment, evaluation and diagnostic approaches. Students will observe in a prescribed number of area mental health agencies. Classes will meet 4 hours weekly. The site visitations will approximate a total of 30 hours. *Prerequisites: Physiological Psychology, Abnormal Psychology, Counseling Psychology, or permission of the instructor.*

PY 344 PRO-SEMINAR II: CLINICAL COMMUNITY COUNSELING (3) Part of a program leading to a certificate in Clinical Community Counseling and open to those students who have successfully completed Pro-Seminar I in Clinical Community Counseling, this course trains students in the methods and approaches for counseling emotionally ill children, adolescents and adults through extensive use of case methods. Included are strategies for engaging the client, providing supports, developing treatment plans, providing therapy, initiating out-reach and aftercare, performing crisis intervention, and assessing and revising the course of treatment. All students are required to take the internship in Clinical Community Counseling simultaneously with this course. *Prerequisites: Pro-Seminar I: Clincial Community Counseling or permission of the instructor*

PY 345 INTERNSHIP: CLINICAL COMMUNITY COUNSELING (6) This internship in conjunction with the Department of Mental Health involves placement of students in a single mental health agency in Holyoke or Chicopee for ten hours weekly during the semester. Students will provide counseling to mentally ill clients and will receive weekly supervision in developing their clinical skills. *Prerequisites: Pro-Seminar I and II.*

PY 399 INDEPENDENT STUDY—PSYCHOLOGY (1-6) Students may do an in-depth study of an area of choice with supervision by a faculty member. Students may elect, for example, to do further study in therapy or experimental design methods. Alternately, the student, under supervision of the major advisor, may elect to conceive, design, and carry out an experimental project, field study, or scholarly research paper. *Prerequisite: PY 101 (for majors, PY 103-104).*

SOCIOLOGY

Chair Mostafa Noury
Jesse James, C. Wendell King, David Miller

Sociology, as a scientific discipline, focuses on human interdependence. Increasingly, people are coming to realize that they are part of the social environment, and that their behavior is subject to sociological analysis. The application of sociological knowledge and research techniques in our modern society has profited the general citizen, the social scientist, and the city planner. As a result, many students look with increasing favor on taking a sequence of courses.

MINOR REQUIREMENTS

A student who wishes to minor in Sociology must take 18 hours of courses within the Department.

COURSES

SO 101 PRINCIPLES OF SOCIOLOGY (3) An overall study of the concepts and principles of group behavior. Analysis of the components of culture and the structure of society; social organization and differentiation.

SO 201 THE FAMILY (3) The family as a social institution, affected by and affecting other institutions. Some material on the family in non-industrial societies will be included, but the main focus will be on persisting patterns and on changes in premarital, marital, and family relationships in the United States.

SO 202 RACE AND ETHNIC RELATIONS (3) A study of the phenomena which arise when groups which are consciously aware of their biological and cultural differences interact. Theories and methods calculated to reduce antipathy and discrimination against minority groups. Emphasis on American minority relations.

SO 302 SOCIAL WELFARE AND SOCIAL CHANGE (3) The development of Welfare and planning in association with the industrialization process. Agencies and occupations dealing especially with the elderly and youthful poor. Modern policies and proposals for change in selected problem areas. *Prerequisite: SO 101.*

SO 303 SOCIOLOGY OF LEISURE AND RECREATION (3) The study of the social institutional structure and functional systems of society related to leisure behavior. The social significance of leisure and the human values in leisure-time pursuits. Examination of practices and uses of leisure in the United States. *Prerequisite: SO 101.*

SO 305 URBAN SOCIOLOGY (3) Growth, structure and functions of the city. The urban place as an ecological, stratified, attitudinal, and decision-making unit. Urban problems and urban social relations. *Prerequisite: SO 101.*

SO 306 SOCIOLOGY THROUGH LITERATURE (3) An exploration of selected literary works for their sociological content. The role of literature as a means of provoking social action as well as a reflection of culture and society. *Prerequisite: SO 101.*

SO 307 SOCIAL PROBLEMS (3) A study of contemporary American society in light of selected problem areas. Analysis of contributing factors, conflicting views and values, current situation and prospects for resolution. Application of sociological concepts, theories, and methods. *Prerequisite: SO 101.*

SO 308 SOCIAL STRATIFICATION (3) A systematic treatment of the ranking systems in various social structures in America. Theories of social stratification and mobility. Analysis of social class studies in the United States. Interplay of power, status, and control. *Prerequisite: SO 101.*

SO 309 SOCIOLOGY OF RELIGION (3) The scientific study of religion dating from mid-nineteenth century animists and naturists. Religion as a basic social institution with both integrative and divisive tendencies. Organizational patterns; interrelationships with other institutions. Theoretical development within the field. Changing emphases relating to functions or religion as a major provider of meaning and values in human societies. *Prerequisite: SO 101.*

SO 310 JUVENILE DELINQUENCY AND CRIMINOLOGY (3) Meaning, identification, and causes of delinquent and criminal behavior. Role of social institutions in correction, control, and prevention of youthful and adult offences. *Prerequisite: SO 101.*

SO 311 COMPLEX ORGANIZATIONS (3) Examination of major theories and studies of complex organizations. Emphasis is on recent findings regarding the influence of organizations on the behavior of members, bureaucratic "pathology", succession and displacement of goals, etc. Organizational types, characteristics, and problems of bureaucracies in a variety of settings — occupational, military, medical, religious, correctional, and political. Organization change in the light of contemporary theory and research, noting the functioning of complex organizations in pre-industrial and industrial societies. *Prerequisite: SO 101.*

SO 312 POPULATION STUDIES IN SOCIOLOGY (3) Introduction to population studies, providing within a sociological framework an analysis of historical, contemporary, and anticipated population conditions and trends, as these are related to social situations and the organization of society. *Prerequisite: SO 101.*

SO 313 REFORM AND REVOLUTION (3) An analysis of revolution and reform as major mechanisms of change in modern and historical societies. The structure and strategies of social movements and other factors which make for success or failure in achieving change. *Prerequisite: SO 101.*

SO 315 CHANGING SEX ROLES IN AMERICA (3) A study of existing sex roles in contemporary American society; examination of the determinants of such sex roles; comparison with existing sex roles in other societies. Investigation of the relationship between biological properties and sex role expectations; analysis of how sexual ascription at birth influences life experiences and chances of men and women; analysis of the relationship between sex role expectations and personality traits, and between sex roles and social stratification. Analysis of the causes and consequences of change in culturally patterned sex roles. *Prerequisite: SO 101.*

SO 320 SOCIOLOGY OF EDUCATION (3) American schools as social organizations, as community associations, and as socialization agents. The functions of the school, and the relation of the institution of education to culture and social structure. Problems of change. *Prerequisite· SO 101.*

SO 321 SOCIAL GERONTOLOGY (3) Aging as a biological, psychological, and sociological process with numerous economic and political implications. Emphasis will be given to the role of the family and the community in the process. The crisis of retirement, illness, and dying will also be treated. *Prerequisite: SO 101.*

SO 399 INDEPENDENT STUDY (3-6)

GENERAL STUDIES MAJOR

Coordinator Catherine Stahl

B.A. DEGREE IN GENERAL STUDIES

The General Studies B.A. degree program offers an interdisciplinary approach to a liberal arts degree. The program offers no courses of its own but draws on courses offered by other departments and programs in the College. The program is designed for self-motivated students who desire a flexible approach to a B.A. degree, an approach which avoids concentration in a single discipline. Students in General Studies, therefore, have an opportunity to create individualized programs of studies which cross departmental lines. The goal of the program is to enable each major to develop a vigorous program which will satisfy his/her interests and needs, and to provide a strong liberal arts degree.

REQUIREMENTS

1. The General College Core, currently 39 — 41 hours.*
2. The Major, consisting of a primary area of concentration — 18 hours, a secondary area of concentration — 15 hours, and a third area of interest — 12 hours, for a total of 45 hours.
3. Electives totaling 34 - 36 hours.*

* Variation in hours depends on whether students elect science courses in their core requirement which include laboratory sections. These usually entail an additional credit-hour beyond the three-credit norm. A grand total of at least 120 hours must be taken.

REGULATIONS

1. No more than two courses of the major program may be at the introductory (100) level.
2. Only those areas on list A are suitable for the 18-hour concentration. For the 15- and 12-hour concentrations, one may also elect those on list B or another category, created with the approval of the Coordinator, which represents a specific and distinct subject matter within a particular discipline.
3. General Studies majors may not enroll in elective education courses without permission of the General Studies Coordinator and the Chair of the Education Department. Education courses may not be part of the General Studies Major.
4. No more than 6 hours of independent study may be included in the major, consisting of 3 hours in the primary area of concentration and 3 hours in the secondary area.

List A: Art, Biology, Chemistry, Communications-Journalism, Economics, English, French, Geography, German, History, Italian, Literature, Mathematics, Music, Philosophy, Physics, Political Science, Psychology, Sociology, Spanish, Speech and Theatre.

List B: Business Administration, Criminal Justice, Media Studies, Physical Education.

SOCIAL SCIENCE MAJOR

Program Advisors Mostafa Noury, Wendell King, Jesse James

The major in Social Science is interdisciplinary, utilizing existing courses in Economics, Geography, History, Political Science, Psychology and Sociology. It comprises, in addition, the Senior Thesis/Internship. This requirement may be fulfilled by a supervised internship in a community agency or by a major thesis based upon independent study. Internships have been served in youth, health, business, social service, and other types of agencies and organizations. Thus, community service and original, scholarly investigations are elements of the Social Science program. These experiences provide a base for the student's career decisions or for further professional study.

As a liberal arts degree candidate, the Social Science student receives a broad education which provides for vocational flexibility in the worlds of business and government. Both private and public agencies offer such employment possibilities, for example, in research and social service work. The student seeking a progressive, life-time career either as a scientist or as a social service worker should, however, seriously consider professional study beyond the bachelor's level.

Academic advisement in the Social Science major is provided by members of the Sociology Department.

MAJOR REQUIREMENTS

The Social Science Major must take 45 to 48 credits distributed as follows:

Foundations — 15 credits

One foundations course (i.e., a 100-level course, usually) should be taken in each of the following fields: Economics, Geography, Political Science, Psychology, and Sociology.

Concentrations — 27 credits

Nine credits of post-introductory work (200 level or higher) should be selected in *one* of the following fields: Economics, Geography, History, Political Science, Psychology, and Sociology. From the remaining *five* fields a student should choose *two* fields for additional concentration. Six credits will be taken in each of these two fields.

Furthermore, a student is required to select six credits from *one* of the *three* fields he or she has selected. Thus, a total of twenty-seven credits is required in the concentrations. A student might, for example, select five courses in Sociology, two courses in Economics, and two courses in Political Science.

The Senior Thesis/Internship — 3 to 6 credits

Credits are earned through a community internship and/or through a major thesis based on independent study. This course, SS 300, is open only to Social Science majors.

SOCIAL SCIENCE MINOR

The minor is constructed by the student in consultation with his or her major advisor and with the Chair of the Sociology Department. Normally, the minor will include 12 credits of advanced courses in one social science and 6 credits in a second.

MEDIA STUDIES

Chair Edwin J. Abar, Jr.

The media studies minor was adopted in 1977 to supplement the academic majors in English (Communications/Journalism), Economics-Business Administration, Education, Art and other related disciplines it also may be selected as the fifteen hour or twelve hour concentration in the general studies major.

The minor consists of eighteen semester hours, six of which may come from a department other than Media Studies. The minor permits a great deal of flexibility for those students interested in a variety of media topics. Students may concentrate in television, photography, production, or theory. Alternate concentrations may be arranged.

Facilities available to the program include a television studio (for the production of programs in full color), a darkroom, and a production lab.

REQUIREMENTS

1. From 12 to 18 hours in Media Studies courses selected from List A.

2. If less than 18 hours are taken in Media Studies courses, the remaining credits (up to six) are to be selected from electives in List B.

List A: Media Studies Courses

IM 201 INSTRUCTIONAL MEDIA IN EDUCATION*
IM 202 PHOTOGRAPHY AS AN INSTRUCTIONAL MEDIUM
IM 210 INSTRUCTIONAL MEDIA: SECONDARY SCHOOL*
IM 301 TELEVISION PRODUCTION I
IM 303 SEMINAR IN TELEVISION PRODUCTION
IM 304 MASS MEDIA IN SOCIETY
IM 305 MEDIA STUDIES INTERNSHIP (3-6)
IM 310 INDEPENDENT STUDY
IM 318 PRODUCTION OF INSTRUCTIONAL MEDIA

*Students may take either IM 201 or IM 210.

List B: Electives**

FA 206 LETTERING AND LAYOUT
FA 332 PHOTOGRAPHY AND FILMMAKING
FA 328 GRAPHIC DESIGN
EN 367 FILM THEORY AND CRITICISM
EN 378 WRITING FOR TELEVISION
EN 373 COMMUNICATIONS MEDIA
EN 391 SPEAKING ON RADIO AND TELEVISION
EN 393 HISTORY AND DEVELOPMENT OF MOTION PICTURES
EN 379 NEWS MEDIA SEMINAR: CONCEPTS AND ISSUES
GE 202 INTRODUCTORY CARTOGRAPHY
PS 127 INTRODUCTION TO OPTICS AND PHOTOGRAPHY
PS 123 PHYSICS OF MUSICAL SOUND
PS 301 INTRODUCTION TO ELECTRONICS

**Electives listed may not be used to satisfy any of the student's major discipline requirements. All electives must be over and above such major requirements.

COURSES

IM 201 INSTRUCTIONAL MEDIA IN EDUCATION (3) Designed to acquaint and familiarize the student with the characteristics, applications, and implications of instructional media in education. Major emphasis will be placed upon mastering the nature of the media and the related equipment for traditional and classroom use.

IM 202 PHOTOGRAPHY AS AN INSTRUCTIONAL MEDIUM (3) Designed to give the student a background information in the use of photography as an instructional medium. Emphasis will be placed on the use of the medium to facilitate achievement of an instructional objective, student use of the medium, preparation of instructional media, and public relations. Areas of discussion will include applications to various disciplines, camera operation, photographic techniques and photographic processing. Students will be required to research the use of the medium in their respective disciplines and produce a series of thematically related photographs. *Prerequisite: sophomore, junior or senior.*

IM 210 INSTRUCTIONAL MEDIA: SECONDARY SCHOOL (3) Introduction to the field of instructional media designed to develop the student's skill in the use of a variety of instructional materials in the classroom. Emphasis will be placed upon both the educational characteristics of the various materials and laboratory practice in the operation of instructional equipment. Students will be offered adequate opportunity to operate equipment, to develop materials of their own, and to do research in their areas of specialization.

IM 301 TELEVISION PRODUCTION I (3) The content of the course will cover basic skills in mini-studio television production. Topics will include lighting, camera operation, directing, switching, audio control, and general operation and set up of a mini-studio. Each student will be required to write and direct a ten minute color video tape production. All talent and production crews will be selected from class members. The class is limited to 16 students. *Prerequisite: permission of instructor.*

IM 303 SEMINAR IN TELEVISION PRODUCTION (3) Designed to give the student an opportunity to conduct in-depth study into particular areas of television production. Students may choose to research a facet of television production or may select one of many genres used by the medium. Students will be required to prepare a formal paper and a 30-60 minute television production for discussion by the seminar. Participation in the productions of the College and assignments at a local broadcast station are requirements of the course (subject to arrangement with the station). *Prerequiste: Television Production I and permission of instructor.*

IM 304 MASS MEDIA IN SOCIETY (3) Examines various aspects of mass media in society. Content includes the development and nature of mass communications theory through the study of communication models, international system, advertising, regulation, delivery systems, and social impact. A research paper is required. *Prerequisites: upperclassman, one course in media studies or communications, or equivalent.*

IM 305 MEDIA STUDIES INTERNSHIP (3-6) Students, through prior arrangement, will intern at various local and regional media outlets in the area of media production. A research paper is required. *Prerequisite: twelve hours of media studies courses.*

IM 310 INDEPENDENT STUDY (3-6) Independent study of topics in instructional media under careful faculty supervision. *Prerequisite: permission of instructor and Department Chair.*

IM 318 PRODUCTION OF INSTRUCTIONAL MEDIA (3) Designed to give the student a background of information in the production of posters, charts, graphs, exhibits, models, devices, black and white photographs (sets), transparencies, tape recordings, and the fundamentals of motion picture production. Production procedures will be illustrated by means of lectures, demonstrations, and motion pictures. Demonstrations will utilize many of the media to be studied. The last meeting of the class will feature constructive criticism and comments on the finished work. All materials produced will be paid for by the students and will remain their property. The class is limited to 16 students.

WESTFIELD STATE COLLEGE

The date in parenthesis following the name indicates the beginning of service at Westfield State College.

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FRANCIS J. PILECKI (1979) *President*, A.B. St. John Fisher College; M.Ed., Ed.D. University of Rochester

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ACADEMIC CALENDAR

FALL SEMESTER 1978

August 23-25	1st Freshman Orientation
August 27-29	2nd Freshman Orientation
September 5	Transfer Orientation
September 6	First Day of Classes
October 9	Columbus Day*
October 27	End of First Quarter
November 10	Veteran's Day*
November 21	Spring Registration*
November 22	Thanksgiving Recess**
November 27	Classes Resume
December 14	Last Day of Classes
December 15-22	Final Examinations
December 22	Christmas Vacation***

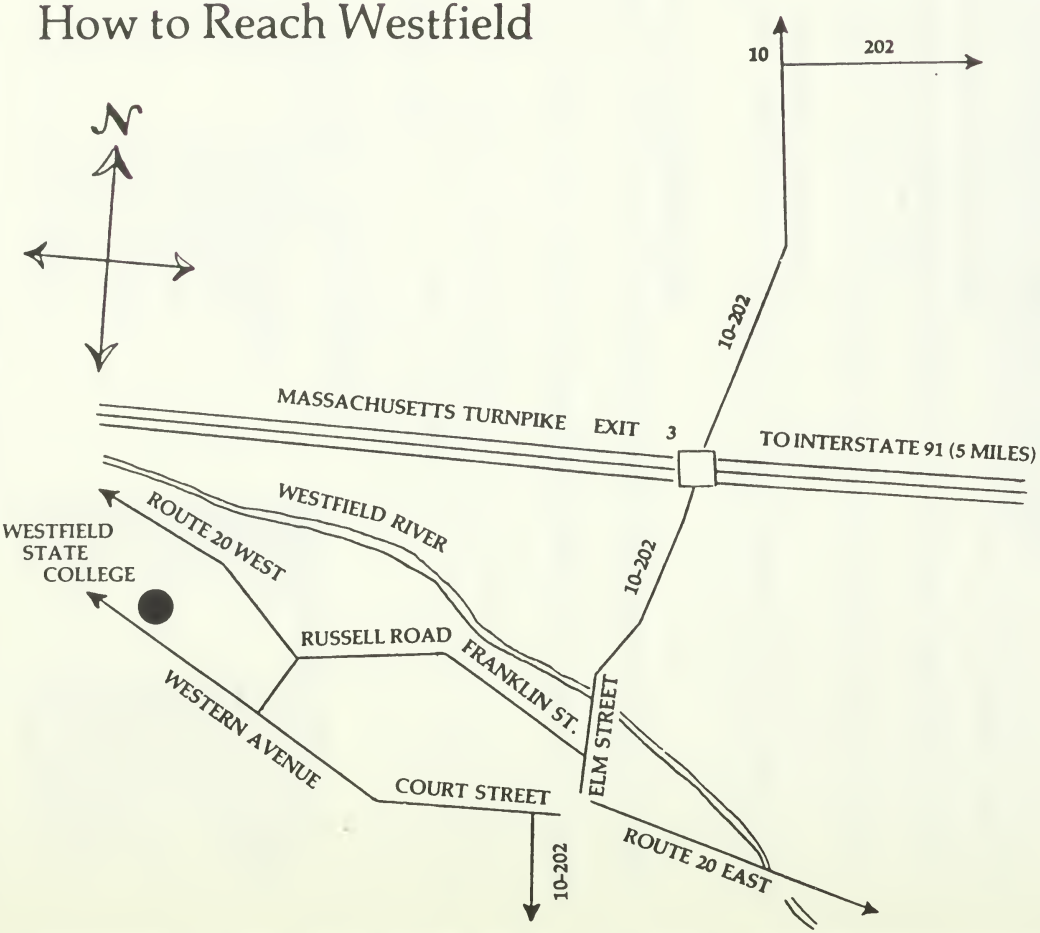
SPRING SEMESTER 1979

January 16	First Day of Classes
February 19	Washington's Birthday*
March 9	End of Third Quarter
March 9	Spring Vacation***
March 19	Classes Resume
April 13	Good Friday*
April 16	Patriot's Day*
April 25	Senior Convocation
May 3	Fall Registration*
May 16	Last Day of Classes
May 17-23	Final Examinations
May 24	Senior Grades Due
May 26	Commencement

*No Classes, **Begins at 12:50 p.m. ***Begins at 4:30 p.m.

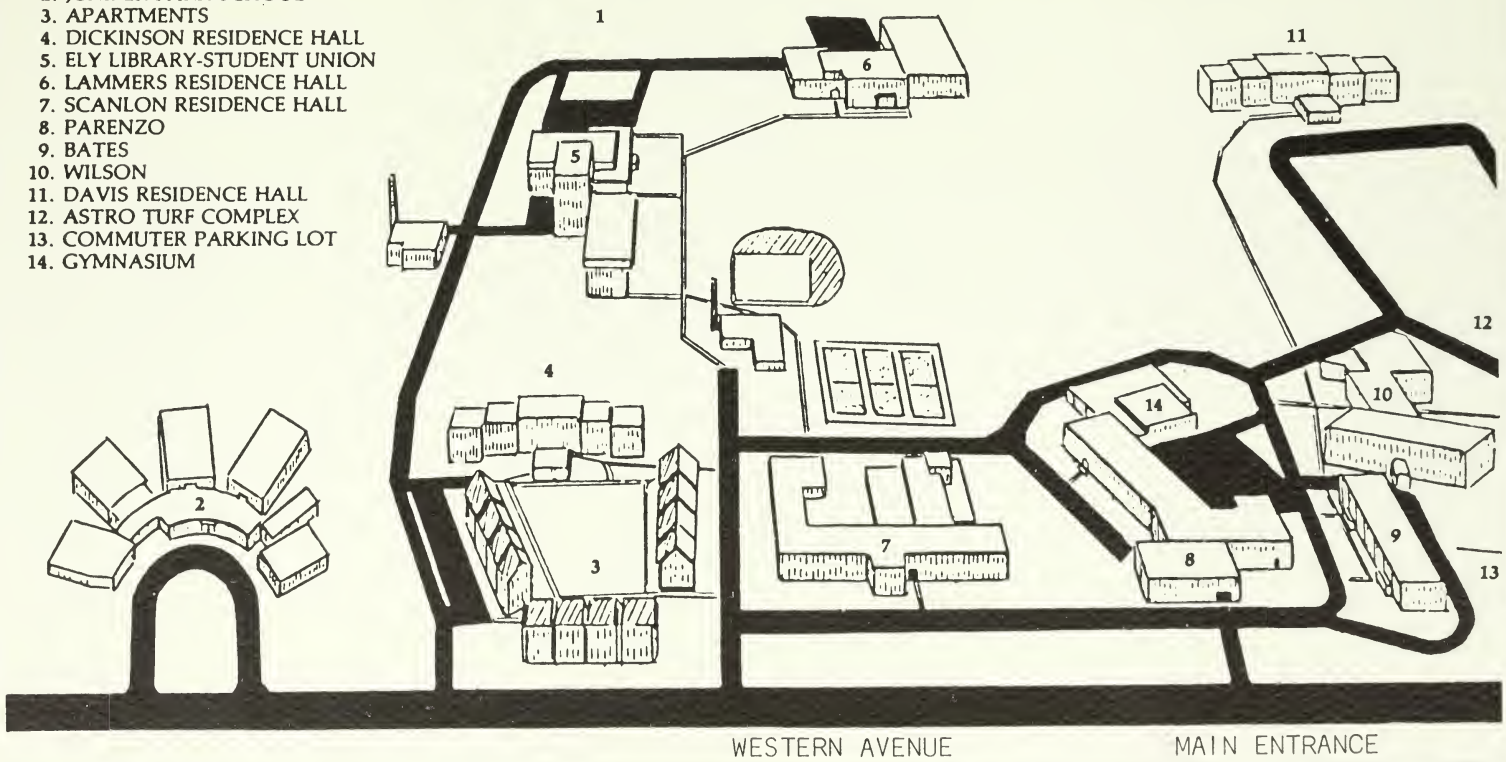
NOTES

How to Reach Westfield



Westfield State College Campus

1. OUTDOOR SWIMMING POOL
2. JUNIPER PARK SCHOOL
3. APARTMENTS
4. DICKINSON RESIDENCE HALL
5. ELY LIBRARY-STUDENT UNION
6. LAMMERS RESIDENCE HALL
7. SCANLON RESIDENCE HALL
8. PARENZO
9. BATES
10. WILSON
11. DAVIS RESIDENCE HALL
12. ASTRO TURF COMPLEX
13. COMMUTER PARKING LOT
14. GYMNASIUM



Westfield,Massachusetts 01085

CCOUNTING-MARKETING/ART/
USINESS/CHEMISTRY/COMPUTE
CONOMICS/EDUCATION/ENGLIS
EOGRAPHY/HEALTH/HISTORY/H
NTERNATIONAL STUDIES/JAZZ/ L
EDIA STUDIES /JOURNALISM/LA
USIC/PHILOSOPHY/PHYSICAL ED
OLITICS/PSYCHOLOGY/PUBLIC A
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